DOCUMENT RESUME

ED 318 292 FL 800 104

AUTHOR	Collins, Sheila; And Others
TITLE	The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education. Evaluation Report. Summary of Activities between October 1, 1988 and June 30, 1989. Technical Report #3.
INSTITUTION	City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE	90
NOTE	317p.; Appendixes 2-4 present various legibility problems.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Case Studies; Employment Patterns; *Labor Education; *Literacy Education; Occupational Mobility; Program Development; Program Effectiveness; *Program Evaluation; Self Concept; Student Attitudes; Surveys; Unions
IDENTIFIERS	*Workplace Literacy

ABSTRACT

This report on the second year of the Workplace Education Program evaluates 16 programs run by 15 labor unions during the 9-month period between October 1, 1988 and June 30, 1989. The assessment was designed (1) to collect a program-wide database for program documentation; (2) to examine program impact on students' basic literacy skills, on student attitudes toward and self-confidence in learning, on employment patterns, and on student interest in issues beyond the classroom and workplace; (3) to provide qualitative and quantitative documentation of union progress in designing and implementing program assessment tools; and (4) to make recommendations for further program development. The report consists of four sections containing the following information: (1) an overview of program data; (2) results of a survey of 1,023 students in 10 unions; (3) case studies of 6 programs, indicating their impact from the perspective of teachers and administrators; and (4) profiles of individual students who have experienced success in the program in a variety of ways. Appended materials include the survey instrument, curriculum samples, an outside evaluation of one staff development program, samples of evaluation measures, excerpts from a student magazine, and questionnaire adaptations by individual programs. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED318292

EVALUATION REPORT

THE WORKPLACE EDUCATION PROGRAM
of
THE CENTRAL LABOR COUNCIL
and
THE CONSORTIUM FOR WORKER EDUCATION

Summary of Activities Between
October 1, 1988 and June 30, 1989

City University of New York Graduate School

Worker Literacy Project

Technical Report #3

U.S. DEPARTMENT OF EDUCATION
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ACKNOWLEDGMENTS

Many people generously contributed to this evaluation, including Joseph McDermott, Francine Boren and Frederick Dunn of the Consortium for Worker Education. Joan Manes and Charles Wertheimer, of the Literacy Assistance Center, provided program information that appears in Section I. The evaluation team is most appreciative of the contribution of the program literacy directors, instructional coordinators and teachers who provided both descriptive data and case study material, administered the Self-Report Questionnaire, and provided student profiles. Special thanks are offered to the students who completed the questionnaires.

We would also like to thank Bert Flugman and Frank Riessman of CASE, for their contributions to the overall evaluation plan and its conduct.

We thank Eileen Connelly for word processing and duplicating this report, and Melanie Bentley for overall administrative assistance to the project.

WORKPLACE EDUCATION PROGRAM OF THE CENTRAL LABOR COUNCIL AND THE CONSORTIUM FOR WORKER EDUCATION

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ABSTRACT

The present study is an evaluation of the second year of operation of the Workplace Education Program of the Central Labor Council-Consortium for Worker Education (hereinafter called the CLC-Consortium Program) funded by the New York State Department of Education. The report evaluates sixteen programs run by fifteen unions that participated in the CLC-Consortium Program between October 1, 1988 and June 30, 1989. Although the state's fiscal year ended on March 31, some of the classes continued beyond then and others did not begin until March; cycles for these classes ran through the end of June.

The CLC-Consortium Program is responding to new and constantly changing technological and labor market conditions. Just as a new field of workplace education is evolving in response to these conditions, so the evaluation tools needed to assess workplace education are also evolving. The present study had three objectives:

1. The collection and formating of a program-wide data base for documenting the extent of the program, the diversity of its many components, and its long-term impact on students and program development.

   This data base consists of information on the type, level, length and amount of instruction, demographic characteristics of the students, test and gain scores, and data on retention and separation.

2. The assessment of program impact in the following areas:
   a. impact on students' basic literacy skills
   b. impact on students' attitudes toward and self-confidence in learning
   c. impact on job acquisition, retention, mobility and career aspirations
   d. impact on students' interest in issues beyond the classroom and workplace

3. Qualitative and quantitative documentation and evaluation of the progress made by different unions in designing and implementing a variety of assessment tools used to measure program impact according to the program objectives set by each union.

4. Recommendations for further program development. General recommendations can be found in Section V of this report, while recommendations specific to particular unions can be found in Section III.

   A data base is being developed for each union and for the CLC-Consortium Program as a whole that can provide measures of program scope and impact, as well as serving as a base for the construction of further evaluation measures, longitudinal studies, and comparisons with other workplace literacy programs in the future.

The present study uses four different methods of examining program impact.

Section I provides an overview of program-wide data, including the type, level, length and amount of instruction; demographic data on students; test scores for each class and program; and data on retention.

Section II provides the results of a Self-Report Questionnaire completed by 1025 students in ten unions. The questionnaire (see Appendix I) was developed by the evaluation team in consultation with union education program staff. It was designed to elicit three types of information: 1) perceptions of improvement in reading, writing, speaking and understanding English; 2) perceptions of personal change in relationship to wider issues or interests as a result of taking the course; 3) program impact on job retention, job mobility, and educational aspirations. In addition, five of the unions either adapted questions from this instrument to meet their own needs, or developed their own self-report forms. These forms and summaries of results are found in Appendices IV-VIII.

Section III presents case studies of six different programs. In these case studies, evidence of positive impact is presented from the viewpoint of program administrators and teachers. Examples of effective practices include new approaches to intake procedures, curricula, pedagogical methods and assessment tools targeted to meet the differing goals of the respective unions. Material for these case studies was obtained through interviews with teachers and administrators as well as examination of locally developed tests and evaluation instruments.

Section IV includes profiles of individual students selected by program staff who have experienced success in the program in a variety of ways. The majority were written by teachers or program administrators, and three were written by the students themselves.

Eight appendices include such items as: the Self-Report Questionnaire administered to 1025 students; ACTWU's curriculum samples and an outside evaluation of ACTWU's staff development program; samples of evaluation measures developed by ACTWU and ILGWU; excerpts from an ILGWU student magazine; and examples of self-report questionnaires developed by CWA, Local 1180, the Computer Applications Program, the Home Care Institute, the Industry Training Program of the Hotel/Motel Trades Council, and SEIU, Local 144. Data summaries are provided in most cases.

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SECTION I
DESCRIPTIVE OVERVIEW OF PROGRAM-WIDE DATA

INTRODUCTION TO SECTION I

The data in this section were obtained for sixteen programs. Data for three programs, the Amalgamated Clothing and Textile Workers' Union Joint Board, an accounting class conducted by the American Federation of State, County and Municipal Employees, District Council 1707 and the Computers and Literacy Program, which is open to students from all participating unions, were not available when this report was written. However, the latter program is described in some detail in the first year evaluation report.

One of the recommendations of the first year evaluation report was the development of a standard reporting form and the computerization of program-wide data so that records could be updated, assessed and retrieved, success could be quantified, and weaknesses could be evaluated. Considerable progress has been made toward the achievement of this goal.

Data in this section are listed for the CLC-Consortium Program as a whole (Summary Table) and for each of the unions or multi-union programs (Tables 1.1A-1.16C). While there has been an attempt to standardize data reporting, not all of the unions/programs are represented with complete data. We have only reported on students and programs for whom data was available. The fullest information came from the six unions that had been able to computerize their data by the middle of September 1989. With the help of the New York City Literacy Assistance Center, these unions adapted a data-base computer program used by the New York City Board of Education, known as the ALIES Program. The unions with the most complete information include: the Amalgamated Clothing and Textile Workers Union (ACTWU); the Industry Training Program of the Hotel/Motel Trades Council (ITP); the International Ladies Garment Workers' Union (ILGWU); the Joint Apprentice Training Committee of the Elevator Industry; Teamsters Local 237; and United Auto Workers, District Council 65. Averages and means for data listed in sub-table A were calculated by the evaluation team from raw numbers and totals supplied by the unions.

The ten remaining unions or multi-union programs contributed handwritten data on a form designed by the Consortium for Worker Education, which included most but not all of the types of data on the computerized program. Totals and means were calculated for these unions by the evaluators. Columns in which N/A appears indicate that data was unavailable to the evaluators. This reflects the still evolving ability of the program to generate uniform data. Reasons for missing data are given at the end of this introduction.

Data specific to each union or multi-union program are given in tables numbered 1.1-1.16. Each of these tables contains between one and four sub-tables, each designated by a letter. The sub-table data are listed in the following categories.

Sub-Table A: Type, level, length, and amount of instruction. This information is given by class type and calculated for the union (or program) as a whole. Variables include: type, level, and numbers of classes; average hours per week each class was held; average number of weeks each class ran; total enrollment; contact hours; instructional hours; mean number of students enrolled per class; mean daily attendance per class type; and mean attendance rate.

Sub-Table B: Demographic characteristics of students. This information is given for the union (or program) as a whole. It includes: percent male and female; age range; ethnic identity; and employment status. This information is incomplete for some of the unions that did not have a computerized reporting form. In cases where the age range intervals on manually kept reports did not correspond to the intervals on the computerized ALIES program, the intervals on the tables have been changed accordingly.

Sub-Table C: Test and gain scores. This information is given by class type and for the union (or program) as a whole. It includes: class type, level, kind of test given; number with pre and post scores and their percentage of the total enrollment; mean pre-score; mean post-score; mean gain. Standardized tests--the Test of Basic English (TABE) which measures reading, vocabulary and comprehension, and the John test, which measures oral proficiency in English, were given by nine unions. Five unions gave tests that had been developed by the union itself to measure what they were actually teaching. Nine of these tests are described in Part III. Unless otherwise specified, all test and gain scores are reported as raw scores.

Sub-Table D: Retention and Separation. This information is given for the union as a whole. It includes: frequencies on answers given to thirteen possible reasons for leaving the program; total N separated; retention rate. The retention rate is derived by subtracting the total separated from the total enrollment in each program and expressing the remainder as a percentage of the total enrollment.

A listing of the unions or multi-union programs and their tables is as follows:

Amalgamated Clothing and Textile Workers	1.1A, 1.1B, 1.1C, 1.1D
Computer Applications (CLC-Consortium-wide)	1.2A, 1.2B, 1.2C
Communications Workers of America, Local 1180	1,3A, 1.3B
Drug, Hospital and Health Care Employees, Local 1199	1.4A, 1.4B
Fur and Leather Manufacturers, Local 1-3	1.5A, 1.5B, 15.C
Home Care Institute (Local 1199, D.C. 1707)	1.6A, 1.6B, 1.6C, 1.6D
Industry Training Program, Hotel/Motel Trades Council	1.7A, 1.7B, 1.7C, 1.7D
International Ladies Garment Workers' Union	1.8A, 1.8B, 1.8C, 1.8D
International Union of Operating Engineers, Local 30	1.9A, 1.9B
Joint Apprentice Training Committee of the Elevator Industry	1.10A, 1.10B, 1.10C, 1.10D
Service Employees International Union, Local 144	1.11A, 1.11B
Teamsters Local 237	1.12A, 1.12B, 1.12C
United Auto Workers, District 65	1.13A, 1.13B, 1.13C
United Auto Workers, Local 365	1.14A, 1.14B, 1.14C
United Food and Commercial Workers, Local 174	1.15A, 1.15B, 1.15C
United Food and Commercial Workers, Local 342-50	1.16A, 1.16B, 1.16C

Reasons for Missing Data

Missing data are generally attributable to the following reasons:

1. Lack of computers for standardized data collection.
2. Lack of personnel able to handle data collection.
3. Reluctance of students to answer certain kinds of questions.
4. Lack of either pre or post tests for gain reports.
5. Lack of congruence between reporting categories on ALIES program and those used by unions without the ALIES program.

SUMMARY TABLE

Composite Data for CLC-Consortium Program as a Whole

Total enrollment: 4,243*
Total number of classes held: 221
Average number of weeks per class: 19
Total contact hours: 212,041
Total instructional hours: 15,627
Mean attendance rate: 61%**
Mean retention rate: 70%***

SEX

N	% of total enrollment	%Male	% Female
3,262	76.9	42.1	57.8

ETHNIC IDENTITY

N	% of total enrollment	% White	% Black	% Hispanic	% Asian	%Other
2,546	60	25.3	23.7	43.8	4.4	.08

AGE RANGE

N	% of total enrollment	%16-24	% 25-44	% 45-59	% over 60
2,597	61.2	17.9	62.8	16.6	.08

RETENTION RATE

N	% of total enrollment	% retention
1,319	31	70

---

*This figure represents the data provided to the evaluators. Since data from three programs are missing, the actual enrollment would be higher. The N's in this table differ for a variety of reasons: reluctance of students to answer certain kinds of questions; reluctance of teachers to ask certain kinds of questions; and lack of personnel to collect data or the hardware to computerize it.

**This represents mean of each program's attendance rate. Attendance rates for each progam were calculated by dividing the mean daily attendance per class by the mean number of students enrolled per class.

***The retention rate is a mean of the retention rates reported for five programs, representing almost a third of the total enrollment. Retention rates were calculated by subtracting the total separated from the total enrollment and expressing the difference as a percentage of total enrollment.

The following results can be seen in the Summary Table:

- With 77 percent of the students reporting, the majority of students were female. Since females represent 45 percent of the New York City civilian labor force (1980 census), this program appears to be especially important to the improvement of the job and income opportunities of women.
- With 60 percent of the students reporting, the ethnic disribution is "U" shaped. Approximately 44 percent are Hispanic. Whites and blacks are about equally represented with about one quarter each of the total, while Asians make up about 4 percent. Since 16 percent of the New York City civilian labor force (1980 census) is Hispanic, this program appears to be especially important to the improvement of the job and income opportunities of the Spanish-speaking. Blacks and Asians in the program are represented in numbers equivalent to their representation in the N.Y.C civil labor force (23 and 4 percent respectively, 1980 census).
- The majority of the students are in their most productive years as workers (ages 25-44). It is also the time when job mobility can make the most difference to family incomes and will impact most heavily on the next generation.
- With less than a third of the students reporting, the retention rate of 70 percent suggests a favorable comparison with the 60 percent rate cited by the U.S. Department of Education for state-administered Adult Education Programs.* However, the data on retention is still too limited to be definitive.

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*U.S. Department of Education, Office of Vocational and Adult Education. Adult Education Program Statistics, Adult Education Act, Public Law 91-230, as amended, State Administered Program, fiscal year 1981. Washington D.C., 1983.

TABLE 1.1A
Amalgamated Clothing & Textile Workers Union
A. Type, Level, Length, and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
E.S.L.	1*	5	5.2	27.6	90	10,559	689
E.S.L.	2*	3	5.3	19.7	32	2,857	315
B.E.N.L.	1	7	5.4	9.3	73	5,296	508
B.E.N.L.**	3	2	5.0	29.0	33	4,081	276
B.E.N.L.	4	1	4.0	39.0	14	1,586	128
UNION TOTAL:		**18**			**242**	**24,379**	**1,916**
MEAN FOR UNION:			**5.2**	**19.9**			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
E.S.L.	18.0	15.8	87.8
E.S.L.	10.7	9.3	87.5
B.E.N.L.	10.4	9.4	90.4
B.E.N.L.**	16.5	15.5	93.9
B.E.N.L.	14.0	12.0	85.7
MEAN FOR UNION:	**13.4**	**12.0**	**89.5**

*Levels correspond to pre-test score intervals on locally developed tests. Levels are as follows: 1 = 0-19; 2 = 20-39; 3 = 40-65; 4 = 66-100.

**Basic Education in Native Langauage. Levels 3 and 4 correspond to grade levels of 5-6.9 and 7-8.9 respectively.

TABLE 1.1B
Amalgamated Clothing & Textile Workers Union
B. Demographic Characteristics of Students

	% Male	% Female
SEX (N = 259)	34.7	65.3

	% 16-24	% 25-44	% 45-59	% over 60
AGE RANGE (N = 259)	21.2	55.6	18.5	4.6

	% White	% Black	% Hispanic	% Asian	% Indian
ETHNIC IDENTITY (N = 259)	0	1.2	98.8	0	0

	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
EMPLOYMENT STATUS (N = 259)	98.8	.8	.4

TABLE 1.1C
Amalgamated Clothing & Textile Workers Union
C. Test and Gain Scores

Class Type*	Level	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
E.S.L.	1,2	Locally** Developed	102	83.6	14.7	26.2	11.5

*No post-test was given to B.E.N.L. students.

**These pre and post tests are described in Case Study #1. Scoring is from 0-100.

TABLE 1.1D
Amalgamated Clothing & Textile Workers Union
D. Data on Retention and Separation

	REASONS FOR LEAVING	N	% of total separated
1.	Health problems	0	--
2.	Child Care problems	0	--
3.	Transportation problems	0	--
4.	Family problems	0	--
5.	Location of program	0	--
6.	Lack of interest	0	--
7.	Time the class or program was scheduled	0	--
8.	Program terminated	0	--
9.	Changed address or left area	0	--
10.	Obtained a job	0	--
11.	Entered training program	0	--
12.	Entered other educational program	0	--
13.	Other or unknown reasons	34	100

TOTAL ENROLLMENT: 242

TOTAL SEPARATED: 34

RETENTION RATE: 86%

TABLE 1.2A
Computer Literacy (Consortium-Wide)
A. Type, Level, Length and Amount of Instruction

Class	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Computer Literacy	12	3	11	191	4,137	399

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Computer Literacy	15.9	10.3	64.8

TABLE 1.2B
Computer Literacy (Consortium-Wide)
B. Demographic Characteristics of Students

	% Male	% Female
SEX (N = 82)	26.8	73.2

	% 16-24	% 25-44	% 45-59	% over 60
AGE RANGE (N = N/A)	N/A	N/A	N/A	N/A

	% White	% Black	% Hispanic	% Asian	% Indian
ETHNIC IDENTITY (N = N/A)	N/A	N/A	N/A	N/A	N/A

	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
EMPLOYMENT STATUS (N = N/A)	N/A	N/A	N/A

TABLE 1.2C
Computer Literacy
C. Test and Gain Scores

Class Type	Test Given*	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
Computer Literacy	JR**	61	31.9	28	82	54

*Locally developed test based on scores ranging from 0 to 100.

**Job related. The course prepared students with general knowledge of computer operations applicable to a range of jobs.

TABLE 1.3A
Communications Workers of America Local 1180
A. Type, Level, Length and Amount of Instruction

Class	Type	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Basic Computer Concepts	JR*	1	2	6	16	168	12
Computer Concepts	JR	2	2	10	69	656	40
Advanced Computer Concepts	JR	2	2	4	35	112	16
Conflict Management	JS**	1	2	8	29	274	16
Effective Communication	JS	3	2	7	85	748	48
Exam Prep for Computer Assoc. Technical Support	JS	2	3	6	340	8,316	36
Supervisory Skills	JS	3	2	9	87	5,057	56
Team Building	JS	1	2	6	30	186	12
Time Management	JR	1	2	8	34	284	16
UNION TOTAL:		**16**			**725**	**15,801**	**252**
MEAN FOR UNION:			**2**	**7**			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Basic Computer Concepts	16.0	11.5	72.2
Computer Concepts	34.5	16.4	47.5
Advanced Computer Concepts	17.5	7.0	40.0
Conflict Management	29.0	17.1	59.0
Effective Communication	28.3	15.6	54.5
Exam Prep for Computer Assoc. Technical Support	170.0	115.5	67.9
Supervisory Skills	29.0	10.9	37.7
Team Building	30.0	15.5	51.6
Time Management	34.0	17.8	52.2
MEAN FOR UNION:	**43.1**	**28.1**	**65.2**

*Job-Related-Classes prepared students with skills applicable to a range of jobs.

**Job-Specific-Classes prepared students with skills and aptitudes needed for promotion to a higher civil service level within current job title or to a different title.

TABLE 1.3B
Communications Workers of America Local 1180
B. Demographic Characteristics of Students

SEX (N = 62)	% Male	% Female
	N/A	50+

AGE RANGE (N = 54)	% 16-24	% 26-45	% 46-55	% over 55
	N/A	57.4	25.9	16.6

ETHNIC IDENTITY (N = 62)	% White	% Black	% Hispanic	% Asian	% Indian
	N/A	50+	N/A	N/A	N/A

EMPLOYMENT STATUS (N = 62)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.4A
Drug, Hospital and Health Care Employees Union Local 1199
A. Type, Level, Length and Amount of Instruction

Class	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Basic Education	2	6	5	14	141	30
Citizenship	1	3	10	28	510	30
E.S.L.	1	6	5	16	351	30
LPN Preparatory	4	6	18	98	3,513	210
UNION TOTAL:	**8**			**156**	**4,515**	**270**
MEAN FOR UNION:		**5**	**10**			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Basic Education	7.0	5.0	71.4
Citizenship	28.0	17.0	60.7
E.S.L.	16.0	12.0	75.0
LPN Prepartory	24.5	16.8	68.4
MEAN FOR UNION:	**24.5**	**16.8**	**68.4**

TABLE 1.4B
Drug, Hospital and Health Care Employees Union Local 1199
B. Demographic Characteristics of Students

SEX	% Male	% Female
(N = 156)	30.1	69.9

AGE RANGE	% 16-24	% 25-44	% 45-59	% over 60
(N = N/A)	N/A	N/A	N/A	N/A

ETHNIC IDENTITY	% White	% Black	% Hispanic	% Asian	% Indian
(N = 144)	26.4	41.6	30.5	1.4	0

EMPLOYMENT STATUS (N = 156)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.5A
Fur and Leather Manufacturers Local 1-3 - Fur Joint Committee
A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
E.S.L.	Mixed	1	4	17	18	720	68

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
E.S.L.	18	11	61.1

TABLE 1.5B
Fur and Leather Manufacturers Local 1-3 - Fur Joint Committee
B. Demographic Characteristics of Students

SEX (N = 18)	% Male	% Female
	0	100

AGE RANGE (N = N/A)	% 16-24	% 25-44	% 45-59	% over 60
	N/A	N/A	N/A	N/A

ETHNIC IDENTITY (N = 18)	% White	% Black	% Hispanic	% Asian	% Indian
	0	5.6	94.4	0	0

EMPLOYMENT STATUS (N = 18)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.5C
Fur and Leather Manufacturers Local, 1-3 - Fur Joint Committee
C. Test and Gain Scores

Class*	Level	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
E.S.L.	mixed	John	6	33.3	N/A	46	N/A

*No pre-test was given.

TABLE 1.6A
Home Care Institute
A. Type, Level, Volume of Instruction

Class	Type	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Home Health Care	JS*	13	40	2	284	N/A	1040

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class Rate %	Mean Attendance
Home Health Care	21.8	N/A	N/A

*Classes prepare and certify students as Home Health Care Workers.

TABLE 1.6B
Home Care Institute
B. Demographic Characteristics of Students

SEX (N = 284)	% Male	% Female
	5	95

AGE RANGE (N = 284)	% 16-24	% 25-40	% 40-50	% over 50
	N/A	N/A	50+	N/A

ETHNIC IDENTITY (N = 284)	% White	% Black	% Hispanic	% Asian	% Indian
	N/A	68	29	N/A	N/A

EMPLOYMENT STATUS (N = 284)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.6C
Home Care Institute
C. Test and Gain Scores

Class	Type	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
Home Health Care	JS*	Locally Developed	170	68.8	79	89	10

*Job-specific. See description in Case Study #3.

TABLE 1.6D
Home Care Institute
D. Data on Retention and Separation

REASONS FOR LEAVING		N	% of total separated
1.	Health problems	0	--
2.	Child care problems	0	--
3.	Transportation problems	0	--
4.	Family problems	0	--
5.	Location of program	0	--
6.	Lack of interest	0	--
7.	Time the class or program was scheduled	0	--
8.	Program terminated	0	--
9.	Changed address or left area	0	--
10.	Obtained a job	0	--
11.	Entered training program	0	--
12.	Entered other educational program	0	--
13.	Other or unknown reasons	37	100

TOTAL ENROLLMENT: 284

TOTAL SEPARATED: 37

RETENTION RATE: 87%

TABLE 1.7A

Industry Training Program of the Hotel/Motel Trades Council

A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Basic Education	4*	16	3.6	15.6	112	3,874	719

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Basic Education	7	5.6	80.4

*Represents a pre-test TABE score equivalent to grades 7-8.9.

TABLE 1.7B
Industry Training Program of the Hotel/Motel Trades Council
B. Demographic Characteristics of Students

SEX (N = 114)	% Male	% Female
	43	57

AGE RANGE (N = 114)	% 16-24	% 25-44	% 45-59	% over 60
	5.3	73.7	20.2	.9

ETHNIC IDENTITY (N = 107)	% White	% Black	% Hispanic	% Asian	% Indian
	14	50.5	26.2	9.3	0

EMPLOYMENT STATUS (N = 114)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.7C
Industry Training Program of the Hotel/Motel Trades Council
C. Test and Gain Scores*

Class	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
Basic Education	TABE	16	18.8	68.3	72.3	4

*Reported as percentage points.

TABLE 1.7D

Industry Training Program of the Hotel/Motel Trades Council

D. Data on Retention and Separation

REASONS FOR LEAVING		N	% of total separated
1.	Health problems	0	--
2.	Child Care Problems	0	--
3.	Transportation Problems	1	3.8
4.	Family problems	0	--
5.	Location of program	0	--
6.	Lack of interest	0	--
7.	Time the class or program was scheduled	1	3.8
8.	Program terminated	0	--
9.	Changed address or left area	0	--
10.	Obtained a job	0	--
11.	Entered training program	0	--
12.	Entered other educational program	0	--
13.	Other or unknown reasons	26	92.8

TOTAL ENROLLMENT: 112

TOTAL SEPARATED: 28

RETENTION RATE: 75%

TABLE 1.8A
International Ladies Garment Workers Union
A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
E.S.L.	1	8	4.3	31	301	19,892	1,002
E.S.L.	2	3	4.6	30	102	9,971	408
E.S.L.	1&2	1	6.0	39	42	2,641	192
E.S.L.	3	2	4.5	38	66	4,046	273
E.S.L.	4	2	4.5	38	43	3,216	273
E.S.L.	1-4	17	5.3	28	324	19,476	2,288
UNION TOTAL		**33**			**878**	**59,242**	**4,436**
MEAN FOR UNION			**4.9**	**34**			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
E.S.L.	38	23	59.8
E.S.L.	34	20	57.8
E.S.L.	42	14	33.3
E.S.L.	33	18	54.5
E.S.L.	22	13	58.1
E.S.L.	19	10	50.3
MEAN FOR UNION	**31**	**16**	**52.3**

TABLE 1.8B
International Ladies Garment Workers Union
B. Demographic Characteristics of Students

SEX
(N = 788)

% Male	% Female
26.5	73.5

AGE RANGE
(N = 867)

% 16-24	% 25-44	% 45-59	% over 60
6.1	56.7	28.7	8.4

ETHNIC IDENTITY
(N = 867)

% White	% Black	% Hispanic	% Asian	% Indian
14.5	.4	52.0	27.3	.2

EMPLOYMENT STATUS
(N = 865)

% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
99.5	.3	.1

TABLE 1.8C
International Ladies Garment Workers Union
C. Test and Gain Scores

Class	Level	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
E.S.L.	1-4	John	539	62.6	22	32.8	10.9
E.S.L.	mixed	Locally* Developed	11	3.4	7	13	6

*See evaluation of this instrument in Case Study #4.

TABLE 1.8D
International Ladies Garment Workers Union
D. Data on Retention and Separation

REASONS FOR LEAVING	N	% of total separated
1. Health problems	6	2.5
2. Child Care Problems	8	3.4
3. Transportation Problems	2	.8
4. Family problems	2	.8
5. Location of program	3	1.3
6. Lack of interest	4	1.7
7. Time the class or program was scheduled	13	5.5
8. Program terminated	0	----
9. Changed address or left area	1	.4
10. Obtained a job	8	3.4
11. Entered training program	0	----
12. Entered other educational program	20	8.4
13. Other or unknown reasons	170	71.7

TOTAL ENROLLMENT: 878

TOTAL SEPARATED: 237

RETENTION RATE: 73%

TABLE 1.9A
International Union of Operating Engineers Local 30
A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Basic Refrigeration & Electrical Theory/ Shop	JS*	1	6	16	14	864	72
Refrigeration Training & Preparation	JS	1	6	35	41	6,120	204
UNION TOTAL:		**2**			**55**	**6,984**	**276**
MEAN FOR UNION:			**6**	**26**			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Basic Regrigeration & Electrical Theory/ Shop	14	9	64.3
Refrigeration Training & Preparation	41	30	73.2
MEAN FOR UNION:	**27.5**	**19.5**	**70.9**

*Job-specific

TABLE 1.9B

International Union of Operating Engineers Local 30

B. Demographic Characteristics of Students

SEX (N = 55)	% Male	% Female
	89	10.9

AGE RANGE (N = N/A)	% 16-24	% 25-44	% 45-59	% over 60
	N/A	N/A	N/A	N/A

ETHNIC IDENTITY (N = 55)	% White	% Black	% Hispanic	% Asian	% Indian
	78.2	N/A	N/A	N/A	N/A

EMPLOYMENT STATUS (N = N/A)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	N/A	N/A	N/A

TABLE 1.10A
Joint Apprentice Training Committee of the Elevator Industry
A. Type, Level, Length and Amount of Instruction

Class	Type	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Math	JR	1	8	4	28	75	1,658	336
Basic Education		1	2	4	27	12	274	124
UNION TOTAL:			**10**			**87**	**1,932**	**460**
MEAN FOR UNION:				**4**	28			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Math JR	9	5.0	53.3
Basic Education	6	2.5	41.6
MEAN FOR UNION:	9	**4.0**	**51.7**

TABLE 1.10B
Joint Apprentice Training Comittee of the Elevator Industry
B. Demographic Characteristics of Students

SEX (N = 89)	% Male	% Female
	98.9	1.1

AGE RANGE (N = 89)	% 16-24	% 25-44	% 45-59	% over 60
	50.6	49.4	0	0

ETHNIC IDENTITY (N = 89)	% White	% Black	% Hispanic	% Asian	% Indian
	88.8	3.4	7.9	0	0

EMPLOYMENT STATUS (N = 89)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	98.9	1.1	

TABLE 1.10C
Joint Apprentice Training Committee of the Elevator Industry
C. Test and Gain Scores*

Class	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
Math	TABE	60	84.5	6.7	8.5	1.8
Basic Education	TABE	5	100	5.6	6.6	1

*Reported as grade-equivalents.

TABLE 1.10D
Joint Apprentice Training Committee of the Elevatory Industry
D. Data on Retention and Separation

REASONS FOR LEAVING		N	% of total separated
1.	Health problems	0	--
2.	Child care problems	0	--
3.	Transportation Problems	0	--
4.	Family problems	0	--
5.	Location of program	0	--
6.	Lack of interest	0	--
7.	Time the class or program was scheduled	0	--
8.	Program terminated	0	--
9.	Changed address or left area	0	--
10.	Obtained a job	0	--
11.	Entered training program	0	--
12.	Entered other educational program	0	--
13.	Other or unknown reasons	47	100

TOTAL ENROLLMENT: 87

TOTAL SEPARATED: 47

RETENTION RATE: 46%

TABLE 1.11A
Service Employees International Union Local 144
A. Type, Level, Length and Amount of Instruction

Class*	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Basic Education	N/A	2	18	16	53	14,912	576
E.S.L.	N/A	1	12	16	29	5,568	192
G.E.D.	N/A	2	18	16	55	16,000	576
Introduction to College		2	18	16	33	9,536	576
UNION TOTAL:		**7**			**170**	**46,016**	**1,920**
MEAN FOR UNION:			**17**	**16**			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Basic Educaton	27	N/A	N/A
E.S.L.	29	N/A	N/A
G.E.D.	28	N/A	N/A
Introduction to College	17	N/A	N/A
UNION TOTAL	**24**	**N/A**	**N/A**

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*Word processing courses were also offered, but descriptive information was unavailable at the time of this report.

TABLE 1.11B
Service Employees International Union Local 144
B. Demographic Characteristics of Students

SEX (N = N/A)	% Male	% Female
	1-2	98-99

AGE RANGE (N = N/A)	% 16-24	% 25-44	% 45-59	% over 60
		---N/A----		

ETHNIC IDENTITY (N = N/A)	% White	% Black	% Hispanic	% Asian	% Indian
		---N/A---			

EMPLOYMENT STATUS (N = N/A)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
		---N/A---	

TABLE 1.12A
Teamsters Local 237
A. Type, Level, Length and Amount of Instruction

Class	Type	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
Assistant Building Superintendents	JS*	11	5	9	289	9,410	508
Caretakers	BE**	8	6	16	147	4,233	429
Cement Workers	JS	1	6	9	24	615	51
Elevator Mechanic Helpers	JS	3	6	7	64	1,335	99
Housing Maintenance Workers	JS	12	6	12	370	10,749	486
Supervisor of Roofers	JS	1	6	7	10	204	36
School Safety Officers	JS	4	6	4	57	1,119	96
Water Inspector	JS	1	6	8	39	891	39
UNION TOTAL		**41**			**1,000**	**28,556**	**1,744**
MEAN FOR UNION			**10**	**9**			

*Job Specific. Classes prepared students with information and literacy skills needed to pass Civil Service exams in specific job titles.

**Basic Education

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
Assistant Building Superintendents	26	19	72
Caretakers	18	10	54
Cement Workers	24	12	50
Elevator Mechanic Helpers	21	13	61
Housing Maintenance Worker	31	22	71
Supervisor of Roofers	10	6	60
School Safety Officers	14	12	84
Water Inspector	26	23	59
MEAN FOR UNION	**23**	**16**	**64**

TABLE 1.12B
Teamsters Local 237
B. Demographic Characteristics of Students

	% Male	% Female
SEX (N = 962)	94.0	5.9

	% 16-24	% 25-44	% 45-59	% over 60
AGE RANGE (N = 970)	6.5	67.7	24.2	1.5

	% White	% Black	% Hispanic	% Asian	% Indian
ETHNIC IDENTITY (N = 366)	11.7	49.7	35.5	1.9	1.0

	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
EMPLOYMENT STATUS (N = 969)	100	0	0

TABLE 1.12C
Teamsters Local 237
C. Test and Gain Scores

Class	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
Assistant Building Superintendents	JS*	217	78.3	57.4	80.5	23.0
Caretakers	TABE**	45	21.7	6.3	6.9	0.9
Cement Workers	JS	23	95.8	50.0	76.3	26.3
Elevator Mechanic Helpers	JS	32	50.0	42.1	80.7	38.6
Housing Maintenace Workers	JS	264	72.5	45.2	73.4	28.2
Supervisor of Roofers***	----------N/A----------					
School Safety Officers	JS	57	100.0	69.6	78.0	8.4
Water Inspector	JS	27	75.0	57.1	61.4	4.3
UNION TOTAL:		**645**				
MEAN FOR UNION:******				**53.6**	**75.1**	**21.5**

*Locally developed tests measured comprehension of skills and information needed to pass Civil Service examinations inspecific job titles.

**Test of Adult Basic Education. Scores are reported as grade equivalents.

***Supervisors of Roofers were given only an essay exam.

****The mean for the union reflects only those who took job-specific tests.

TABLE 1.13A
United Auto Workers District 65
A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
E.S.L.	1	3	6	20.6	70	3,696	339
E.S.L.	2	2	6	25.5	64	1,683	282
E.S.L.	3	3	10.6	21.3	35	1,130	363
E.S.L.	4	2	6	33.5	27	2,038	351
B.E.N.L.*	1	1	3	32	17	658	81
B.E.N.L.	2	1	3	32	16	540	81
UNION TOTAL:		12			229	9,745	1,497
MEAN FOR UNION:			5.8	27.5			

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
E.S.L	23.3	12	51.5
E.S.L.	32	6.5	20.3
E.S.L.	11.6	3.3	28.6
E.S.L.	13.5	6	44.4
B.E.N.L.	17	8	47.1
B.E.N.L.	16	7	43.8
MEAN FOR UNION:	18.7	7.1	39.3

*Basic Education in Native Language.

TABLE 1.13B
United Auto Workers District 65
B. Demographic Characteristics of Students

SEX (N = 297)	% Male	% Female
	35.4	64.6

AGE RANGE (N = 298)	% 16-24	% 25-44	% 45-59	% over 60
	17.4	73.5	7.7	1.3

ETHNIC IDENTITY (N = 279)	% White	% Black	% Hispanic	% Asian	% Indian
	2.2	9.3	87.8	.7	0

EMPLOYMENT STATUS (N = 188)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	90.4	8	1.6

TABLE 1.13C
United Auto Workers District 65
C. Test and Gain Scores

Class*	Level	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
E.S.L.	1-4	John	93	49.5	12.2	25.4	13.3

*No post-tests were given for B.E.N.L. students; an evaluation of the test and gain scores for an experimental G.E.D. class is found in Case Study #6.

TABLE 1.14A
United Auto Workers Local 365
A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
E.S.L.	Mixed	3	3.6	29	63	3,753	312

Class	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
E.S.L	21	12	55.5

TABLE 1.14B
United Auto Workers District 365
B. Demographic Characteristics of Students

SEX (N = 63)	% Male	% Female
	36.5	63.5

AGE RANGE (N = N/A)	% 16-24	% 25-44	% 45-59	% over 60
	N/A	N/A	N/A	N/A

ETHNIC IDENTITY (N = 63)	% White	% Black	% Hispanic	% Asian	% Indian	% Other
	0	0	85.7	12.7	0	1.6

EMPLOYMENT STATUS (N = 63)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.14C
United Auto Workers District 365
C. Test and Gain Scores

Class	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
E.S.L.	John/Fred	32	50.8	2.8	80.8	78

TABLE 1.15A
United Food & Commercial Workers Union Local 174
A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
E.S.L.	mixed	1	3	25.5	14	855	153

Class	Level	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
E.S.L	mixed	14	6	42.9

TABLE 1.15B
United Food & Commercial Workers Union Local 174
B. Demographic Characteristics of Students

SEX (N = 14)	% Male	% Female
	78.6	21.4

AGE RANGE (N = N/A)	% 16-24	% 25-44	% 45-59	% over 60
	N/A	N/A	N/A	N/A

ETHNIC IDENTITY (N = 14)	% White	% Black	% Hispanic	% Asian	% Indian
	57.1	7.1	35.7	0	0

EMPLOYMENT STATUS (N = 14)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.15C
United Food & Commercial Workers Union Local 174
C. Tests and Gain Scores

Class	Level	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
E.S.L.	N/A	John/Fred	6	42.9	38.3	95.5	57.2

TABLE 1.16A
United Food & Commercial Workers Union Local 342-50
A. Type, Level, Length and Amount of Instruction

Class	Level	No. of Classes	Av. Hours Week	Av. No. Weeks	Total Enrollment	Contact Hours	Instructional Hours
E.S.L.	mixed	1	3	28	19	1,530	165

Class	Level	Mean No. Students Enrolled Per Class	Mean Daily Attendance Per Class	Mean Attendance Rate %
E.S.L	mixed	19	9	47.4

TABLE 1.16B
United Food & Commercial Workers Union Local 342-50
B. Demographic Characteristics of Students

SEX (N = 19)	% Male	% Female
	31.6	68.4

AGE RANGE (N = N/A)	% 16-24	% 25-44	% 45-59	% over 60
	N/A	N/A	N/A	N/A

ETHNIC IDENTITY (N = 19)	% White	% Black	% Hispanic	% Asian	% Indian
	10.5	52.6	36.8	0	0

EMPLOYMENT STATUS (N = 19)	% Employed	% Unemployed (available for work)	% Unemployed (unavailable for work)
	100	0	0

TABLE 1.16C
United Food & Commercial Workers Union Local 342-50
C. Test and Gain Scores

Class	Level	Test Given	N	% of Total	Mean Pre-Score	Mean Post-Score	Mean Gain
E.S.L.	Mixed	John/Fred	19	100	9	66.6	57.6

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SECTION II

SELF-REPORT QUESTIONNAIRE STUDY

SECTION II

SELF-REPORT QUESTIONNAIRE STUDY

Introduction

This section provides quantitative data on program impact as seen through the eyes of the students. A self-report questionnaire was constructed by the CASE evaluation team to obtain descriptive information which would have specific program relevance as well as implications regarding the definition of "literacy" in workplace literacy programs.

Design of Self-Report Questionnaire

To ensure that program emphases and concerns were reflected in the instrument, program directors were asked to participate in the early stages of its construction. Because of the diversity of program objectives and student body, an attempt was made to create items which would be of general program relevance, yet be specific enough for individual program value. To measure program impact along a broad spectrum, items were designed to tap the following areas: Basic Literacy Skills, Interest in Public Issues, Attitudes, (Sections 1-3) and Job and Educational Changes and Plans (Section 4). To measure generalization of program impact beyond specific job context, items relevant to more general functioning were included in each section.

The resulting questionnaire was a 38-item rating instrument (see Appendix I) comprised of the following four sections: Section 1, thirteen items tapping basic literacy skills (reading, writing, oral language, mathematics) relevant to specific jobs and more general functioning; Section 2, six items evaluating impact of the program in regard to personal and public issues; Section 3; eleven items measuring attitudes regarding confidence and expectations; Section 4, seven items measuring impact on job and education and one item regarding program satisfaction.

The questionnaire was distributed to all union program directors. It was to be read aloud and group administered. Respondents were asked for demographic information on the answer sheet. All responses were given anonymously.

Rating Responses

Students were asked to use a 4-point rating scale to measure improvement or change for Questions 1 to 30 (Sections 1 to 3) as follows: no change or improvement = 1; little change or improvement = 2; medium change or improvement = 3; a lot of change or improvement = 4. Section 4 required a yes or no response.

Description of Union Respondents

There were 1025 respondents, representing the following ten unions:

Amalgamated Cothing and Textile Workers Union: 183 respondents
Durg, Hospital and Health Care Employees Union, Local 1199: 34 respondents
Fur and Leather Manufacturers Union, Local 1-3: 7 respondents
International Ladies Garment Workers: 347 respondents
Korean Manpower Development (ILGWU): 178 respondents
Service Employees International Union, Local 144: 131 respondents
United Auto Workers District 65: 95 respondents
United Auto Workers Local 365: 32 respondents
United Food and Commercial Workers Local 174: 7 respondents
United Food and Commercial Workers, Local 342-50: 11 respondents

In addition, four union programs either adapted the self-report questionnaire or developed their own alternative instruments. These programs were:

Communications Workers of America, Local 1180: 62 respondents
Computer Applications Program: 38 respondents
The Home Care Institute: 16 respondents
Industry Training Program: 36 respondents
Service Employees International Union, Local 144: 32 respondents using three different forms

Information pertaining to these locally developed instruments may be found in Appendices IV-VIII.

The questionnaires and alternative instruments were administered in April 1989. Some classes, e.g., those given by Teamsters Local 237, had already ended, which precluded data collection.

Where proficiency in oral English was limited, the questionnaire was administered in the students' native language. This occurred in classes given by ILGWU for Chinese-speakers, and by ACTWU for Spanish-speakers.

Presentation of Results

A summary of the questionnaire answers given by the students in each respondent union is provided below. Demographic data are summarized, and the following information is provided for each union:

1. The number of respondents (N) for each item in Sections 1-3. In some cases, education program directors decided that certain questions were not applicable to their particular union; they instructed teachers not to administer such items. In other cases students opted not to respond to certain items. Throughout the summaries below, N refers only to the number of respondents who provided answers, whether to demographic or questionnaire items, not to the total who filled out the questionnaire. In future years, efforts will be made to refine and answer questions regarding the missing data.

2. Mean responses for each item in Section 1-3 (items 1-30). As mentioned above, answers were made on a four-point scale. For interpretation of the mean response score, the following ranges apply:
    a. No change or improvement: 0-1
    b. A little change or improvement: 1-2
    c. A medium amount of change or improvement: 2-3
    d. A lot of change or improvement: 3-4

   For example, a mean of 3.87 falls within the range of a lot of change or improvement. A mean of 2.23 would fall in the range of a medium amount.
3. Rank order of means for the items in Section 1.
4. Means for Section 1-3 (Basic Skills, Personal and Public Issues, and Attitudes).
5. Items producing the highest and lowest rank order and their means, for Section 1-3.
6. Number of respondents for each item in Section 4.
7. The percentage of yes responses for each item in Section 4.

Summary of Results

The results of each respondent union, reported in the following sections, should be read in the context of the questionnaire's purpose, which is to provide broad information for formative evaluation purposes only. The nature of this study is both descriptive and exploratory rather than causal and definitive. Change in areas measured by the items can be the result of factors extraneous to course exposure. Some teachers, for example, were instructed to tell students not to answer certain questions because it was felt they were inappropriate. Some items, which show little or no change, may reflect the fact that there was no opportunity in that particular context for change to occur. Nevertheless, responses across all items, even those rated "a little change or improvement," indicate the pervasiveness of program impact. Obviously the diversity of the student body, programs, and program objectives within the same type of program offered by different unions, are factors which affect response ratings appreciably. Items will have differential relevance for unions, but readers should especially check those items rated between 3 and 4. The summary comments that follow are based on compilation rather than a comparison of union program results and are meant to reflect broad findings.

The overall response ratings were between categories 2 and 4 (a little to a lot of improvement or change) with some unions rating approximately 75%-100% of the items between 3 and 4 (a medium to a lot) and others between 2 and 3 (a little to medium). For most unions, the attitude section ranked highest, followed by basic literacy skills, and public and personal issues. Items pertaining to increased liking of class and family support tended to rank high.

According to the responses received to specific items on the Self-Report Questionnaire, the program is demonstrating an impact on job retention, job mobility and career aspirations, even in the short time it has been in existence. Forty nine percent of 548 respondents (268 people) reported the course had helped them retain jobs. Seventeen percent of 611 respondents (168 people) had been promoted since beginning classes, and twenty percent of 711 respondents (142 people) had been promised promotions. Job changes were reported by sixteen percent of 553 respondents (88 people). There was also considerable educational impact. Fifty-three percent of 623 respondents reported that the class had helped them attain a document certifying education or legal status. A high percentage of students, 84% of 558 respondents indicated plans to enroll in general education classes and 96% of 630 respondents expressed the intention to enroll in a job-related course. This wide-spread interest in further education together with the high rankings of a number of items pertaining to literacy in general contexts, regardless of union program, suggests that workplace literacy effects generalized well beyond the work environment.

The questionnaire data provide not only information regarding program impact but suggest further avenues to explore. Of particular interest would be correlating responses to items of specific program interest, with student characteristics and tangible effects in regard to job and education. A data base of such relationships, if founded on large-scale responses, would promote greater individualization of instruction, an essential element of Workplace Literacy programs.

To summarize, the results of the self-report questionnaire have provided considerable evidence of pervasive program impact. The responses indicate a high degree of course satisfaction, substantial tangible self-reported effects in regard to job and education and the generalization of workplace literacy beyond specific job context. The most immediate impact of the program is that it has motivated students to enroll in other educational programs. The educational ladder they have entered through this program can be expected to lead to long term gains in employability.

A large-scale self-report data-base could be a valuable source of reference for program planning and implementation as well as for research and development.

AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION

Description of Respondents

There were 183 respondents representing ACTWU (approximately 65% women and 35% men), the greatest proportion of whom spoke Spanish. Their age range was between 17 and 74 with the majority being less than 50. Their education ranged between grades 1 and 18 and most of the respondents were enrolled in E.S.L. classes for an average period of approximately six months. The following is a breakdown of group characteristics based on respondents answering demographic questions:

1. Gender: 61 Males, 120 Females
2. Age Range: 17-74 years (70 aged less than 31; 85 aged 31-50; 28 aged 51 and up)
3. Language spoken at home. Spanish: 156; French: 9; English: 7; Chinese: 2.
4. Highest grade completed. Range 1-13. (Less than grade 8: 55; grade 8 and up: 117)
5. Period of class attendance: Range 1-36 months (Less than 6 months: 90; 6 months and up: 83)
6. Type of class. BE: 13; G.E.D.: 19; E.S.L.: 133
7. Average number of months employed for 122 respondents: 81

Results

A. Specific Item Description (items 1-30, Sections 1-3):

Table 2.1A shows, for each item in sections 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (answers 3 and 4 on th 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.1A

Amalgamated Clothing and Textile Workers Union

Responses to Specific Items in Sections 1-3

Item	N	Mean*	Percentage responses 3-4	Rank order of item
1. reading at work	152	2.80	61.6	13
2. reading street signs	154	2.98	73.4	6
3. reading labels	154	2.98	72.1	5
4. reading periodicals	172	2.66	55.6	17
5. reading menus	157	2.87	71.4	16
6. filling out work forms	145	2.33	40.0	30
7. completing gen. form	146	2.60	52.0	24
8. personal writing	156	2.36	37.8	28
9. understanding English at work	150	2.86	72.0	11
10. English on the radio	152	2.66	55.3	18
11. speaking English at work	150	2.58	54.0	25
12. speaking English to family	137	2.51	48.1	26
13. math at work	107	2.62	58.0	22
14. national issues	170	2.61	51.8	23
15. child care, health	167	2.77	64.7	15
16. advisory sources	167	2.62	57.5	21
17. reference use	166	2.68	60.3	16
18. visits to public centers	161	2.35	44.7	29
19. family participation	166	2.65	60.3	19
20. confidence reading	157	2.91	73.9	8
21. confidence writing	154	2.64	54.6	20
22. confidence speaking	154	2.79	62.3	14
23. confidence understanding	156	2.85	72.5	12
24. confidence about promotion	186	2.90	69.8	9
25. interest in union	183	2.46	50.5	27
26. hope of better job	97	2.92	78.4	7
27. hope of degree	172	3.22	83.8	4
28. liking for class	174	3.71	98.3	1
29. class attendance	174	2.53	93.1	2
30. family support class	169	3.44	91.1	3

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Responses to Specific items in Section 1-3

1. Range of items. Item 28 (increased class liking) produced the highest mean rating of 3.71, while item 6 (writing for work) produced the lowest mean rating of 2.33. Approximately 87% of the items were rated between a little and medium improvement, and 13 % between medium and a lot.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest item in each section.

TABLE 2.1B

Amalgamated Clothing and Textile Workers Union

Section Means

	MEAN	
Section 1 (Basic Skills)	2.70	
Highest item	2.98	(item 3)
Lowest item	2.33	(item 6)
Section 2 (Public Issues)	2.62	
Highest item	2.77	(item 15)
Lowest item	2.35	(item 18)
Section 3 (Attitudes)	3.09	
Highest item	3.71	(item 28)
Lowest item	2.46	(item 25)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest, followed by Section 1, Basic Skills and Section 2, Public Issues. Section 3 rated between medium and a lot of improvement and the other two between a little and medium improvement.

2. Highest and lowest for items in each section.
   a. For Section 1, the highest item was 3 (reading tags, labels) and the lowest was item 6 (writing for work)
   b. For Section 2, the highest was item 15 (interest in public issues related to family); the lowest item was 18 (visiting public places).

c. For Section 3, the highest was item 28 (increased class interest); the lowest was item 25 (interest in union activities).

C. Job/Education Responses, Items 31-38, Section 4

To describe the changes in status/plans related to job and education, the following table lists the numbers of respondents (N) and the percentage of yes reponses for each item in Section 4.

TABLE 2.1C

Amalgamated Clothing and Textile Workers Union

Responses to Specific Items in Section 4

Item		N	% Yes
31.	job promotion	58	17.2
32.	promise of promotion	1	100.0
33.	job retention	0	0.0
34.	taken new job	0	0.0
35.	certificate or diploma	45	6.7
36.	plan enroll in course for job	35	97.1
37.	plan enroll GED, ESL, BE	71	97.2
38.	recommend program to others	139	100.0

1. Job Impact. Many of the 183 respondents to the questionnaire left items 31-35 pertaining to job, blank. One respondent indicated that they had been promoted since the start of class.
2. Educational Impact. Items 35-37, pertaining to education, were unanswered by many students. Direct class help in gaining a document certifying education or legal status was indicated by three. Plans to enroll in job-related or general education courses were indicated by 34 respondents, and 69, respectively.
3. Class satisfaction. All 139 respondents to this item indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

Approximately 87% of the items answered by the students of ACTWU ranged between a little and medium improvement, with approximately 13% rated between medium and a lot. The highest item (28, increased class liking) had a mean of 3.71 (between medium and a lot of improvement); the lowest item, 6 (writing related to work) had a mean of 2.33 (a little to medium improvement). The section pertaining to attitudes had the highest mean, followed by the sections on basic literacy skills and general public issues of national, local and personal concern. Although the responses to the items regarding job were left blank by many, ten students indicated that they had been promoted since the start of class. Educational impact was indicated by 34 of 35 respondents planning to enroll in a job related course and 69 out of 71 in a general education course.

Regarding specific reference to the general environment, items most affected pertained to reading labels, tags, street signs, directions, menus, etc. Positive course reception was evidenced by all 139 respondents indicating they would recommend the course to others.

DRUG, HOSPITAL AND HEALTH CARE EMPLOYEES UNION, LOCAL 1199

Description of Respondents

There were 34 respondents representing Local 1199, the greatest proportion of whom were English speaking women between ages 19 and 25 years, with an education ranging between grades 4 and 13. Students were enrolled in a Basic Education course for pre-admission assessment for practical nursing. The period of attendance ranged from 3 to 15 months. The following is a breakdown of group characteristics based on answers to demographic questions:

1. Gender: 7 Males, 26 Females
2. Age Range: 19-59 years (5 aged less than 31; 19 aged 31-50; 8 aged 51 and up)
3. Language spoken at home. English: 22; Spanish: 19; French: 3
4. Highest grade completed. Range 4-13 (less than grades 8: 9; grade 8 and up: 20)
5. Period of class attendance: Range 3-15 months (Less than 6 months: 23; 6 months and up: 11)
6. Type of course: BE: 34
7. Average Period of months employed for 32 respondents: 33

Results

A. Specific Item Description (Items 1-30, Section 1-3).

Table 2.2A shows, for each item in Section 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (answers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.2A

DRUG, HOSPITAL, AND HEALTH CARE EMPLOYEES UNION, LOCAL 1199

Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	33	3.27	81.8	10
2.	reading street signs	34	2.74	61.8	23
3.	reading labels	34	2.88	67.6	21
4.	reading periodicals	34	3.50	94.1	7
5.	reading menus	34	2.79	64.4	22
6.	filling out work forms	34	2.91	73.5	20
7.	completing gen. forms	34	2.79	67.7	22
8.	personal writing	34	3.12	76.5	13
9.	understanding English at work	34	3.06	79.5	16
10.	English on the radio	34	2.97	70.6	18
11.	speaking English at work	34	3.21	76.4	12
12.	speaking English to family	34	2.94	70.6	19
13.	math at work	32	3.22	78.2	11
14.	national issues	34	3.50	85.3	7
15.	child care, health	34	2.79	64.7	22
16.	advisory sources	34	2.65	58.8	25
17.	reference use	33	3.09	78.8	14
18.	visits to public centers	34	2.68	55.9	24
19.	family participation	34	3.38	85.3	9
20.	confidence reading	34	3.53	88.2	5
21.	confidence writing	34	3.21	82.3	12
22.	confidence speaking	34	3.09	79.4	15
23.	confidence understanding	32	3.41	84.4	8
24.	confidence about promotion	33	3.52	87.9	6
25.	interest in union	34	3.03	76.5	17
26.	hope of better job	34	3.88	100.0	1
27.	hope of degree	34	3.79	97.1	3
28.	liking for class	33	3.82	96.9	2
29.	class attendance	34	3.53	91.2	5
30.	family support class	34	3.59	91.1	4

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Specific Item Tables:

1. Range of Items. The order of ranking ranged from 1 to 25. Item 26 (hope of a better job) produced the highest mean rating of 3.88, while item 16 (use of advisory sources) produced the lowest mean rating of 2.65. Approximately 75% of the items were rated between medium and a lot of improvement, with 25% between a little and medium.

B. Broad Domain Impact.

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.2B
DRUG, HOSPITAL AND HEALTH CARE EMPLOYEES, LOCAL 1199
Section Means

	MEAN	
Section 1 (Basic Skills)	3.03	
Highest item	3.50	(item 4)
Lowest item	2.74	(item 2)
Section 2 (Public Issues)	3.01	
Highest item	3.50	(item 14)
Lowest item	2.65	(item 16)
Section 3 (Attitudes)	3.49	
Highest item	3.88	(item 26)
Lowest item	3.03	(item 25)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest, followed by Section 1, Basic Skills, and Section 2, Public Issues. All three sections rated between medium and a lot of improvement.

2. Highest and lowest for items in each section.
   a. For Section 1, the highest item was 4 (reading periodicals) and the lowest was item 2 (reading signs, directions).
   b. For Section 2, the highest was item 14 (interest in national issues); the lowest was item 16, sources of advice).

c. For Section 3, the highest was item 26 (hope of a promotion); the lowest was item 25 (interest in union activities).

C. Job/Education Responses, Items 31 to 38, Section 4

To describe the changes in status/plans related to job and education, the following table lists the number of respondents (N) and the percentage of yes reponses for each item in Section 4.

TABLE 2.2C

DRUG, HOSPITAL AND HEALTH CARE EMPLOYEES, LOCAL 1199

Responses to Specific Items in Section 4

	Item	N	% Yes
31.	job promotion	4	50.0
32.	promise of promotion	2	100.0
33.	job retention	2	100.0
34.	taken new job	2	100.0
35.	certificate or diploma	29	27.6
36.	plan enroll in course for job	32	84.4
37.	plan enroll G.E.D., E.S.L., BE	30	93.3
38.	recommend program to others	32	96.9

1. Job Impact. Most of the 34 respondents to the questionnaire left items 31 to 34, pertaining to job, blank. For each of the items (promotion, promise of promotion, job retention, job change) there were 2 positive responses.
2. Educational Impact. Items 35 to 38 pertaining to education were answered by almost all respondents. Direct class help in gaining a document certifying education or legal status was indicated by 27.6%. Plans to enroll in job-related or general education courses were indicated by 84.4% and 93.3%, respectively.
3. Class satisfaction. Of the 31 respondents to this item, all but one indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

Approximately 75% of the items rated by Local 1199 respondents, who were mainly English speaking women, ranged between medium and a lot of improvement. The highest item, 26 (hope of a promotion), had a mean of 3.88 (between medium and a lot of improvement); the lowest item, 16 (sources of advice), had a mean of 2.64 (between a little and medium). In general, those items pertaining to attitudes showed greater improvement than items pertaining to basic literacy skills or general public issues of national, local and personal concern.

The responses to the items regarding job were unanswered by most of the 34 respondents. However, there were two positive responses regarding each of the items (promotion, promise of promotion, job retention, job change).

In contrast to the job items, almost all respondents answered items regarding education. The class helped 28% obtain education or legal certification and the majority of students intended to continue in classes related to job or general education, 93% and 97%, respectively. The high interest in general education as well as high rankings of items with specific reference to functioning in the general environment indicate program effects beyond specific job context.

Positive course reception was evidenced by 97% respondents indicating they would recommend the course to others.

FUR AND LEATHER MANUFACTURERS' UNION, LOCAL 1-3

Description of Respondents

Respondents were 7 women who were enrolled in an E.S.L. class. All spoke Spanish except one who spoke German. They were between ages 31 and 61 years, with an education ranging between grades 8 and 12. The period of class attendance ranged from 1 to 11 months. All respondents were employed for an averge period of approximately 5 years.

Results

Because of the small number of respondents, the results represent the perceptions of these students only and not program impact in any general sense.

A. Specific Item Description (Items 1-30, Sections 1-3)

Table 2.3A shows, for each item in Sections 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (answers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.3A
Fur and Leather Manufacturers' Union, Local 1-3
Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	6	2.33	50.0	14
2.	reading street signs	6	2.67	50.0	10
3.	reading labels	6	2.67	50.0	10
4.	reading periodicals	7	2.71	71.4	9
5.	reading menus	7	2.86	71.4	8
6.	filling out work forms	6	2.50	50.0	12
7.	completing gen. forms	7	2.57	57.2	11
8.	personal writing	7	2.29	42.9	15
9.	understanding English at work	7	2.71	57.2	9
10.	English on the radio	6	2.50	33.4	12
11.	speaking English at work	6	2.68	66.7	10
12.	speaking English to family	7	2.57	42.9	11
13.	math at work	7	3.14	85.7	5
14.	national issues	6	2.50	50.0	12
15.	child care, health	7	2.14	42.9	17
16.	advisory sources	6	2.00	16.7	18
17.	reference use	6	2.00	16.7	18
18.	visits to public centers	6	2.17	33.3	16
19.	family participation	7	2.29	42.9	15
20.	confidence reading	6	3.17	67.7	4
21.	confidence writing	7	2.29	42.9	15
22.	confidence speaking	7	2.57	71.4	11
23.	confidence understanding	7	2.86	61.4	8
24.	confidence about promotion	7	2.71	61.4	9
25.	interest in union	7	2.43	43.9	13
26.	hope of better job	6	3.33	83.3	2
27.	hope of degree	6	3.00	83.3	6
28.	liking for class	7	3.57	100.0	1
29.	class attendance	7	3.29	85.8	3
30.	family support class	7	3.00	57.2	7

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

1.Range of Items. The order of ranking ranged from 1 to 18, many items holding the same rank. Item 28 (increased class liking) produced the highest mean rating of 3.57 while items 16 and 17 (sources of advice and use of reference sources) produced the lowest mean of 2.00. Approximately 75% of the items were rated between little and medium improvement, with approximately 25% between medium and a lot.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.3B

Fur and Leather Manufacturers' Union, Local 1-3

Section Means

	MEAN	
Section 1 (Basic Skills)	2.71	
Highest item	3.14	(item 13)
Lowest item	2.29	(item 18)
Section 2 (Public Issues)	2.21	
Highest item	2.50	(item 14)
Lowest item	2.00	(item 16, 17)
Section 3 (Attitudes)	2.89	
Highest item	3.57	(item 28)
Lowest item	2.29	(item 21)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest, followed by Section 1, Basic Skills, and Section 2, Public issues. Section 1 and 3 rated between a medium and a lot of improvement; Section 2 between a little and medium improvement.
2. Highest and lowest items in each section.
   a. For Section 1, the highest item was 13 (on-the-job math) and the lowest was item 8 (personal writing).
   b. For Section 2, the highest was item 14 (interest in national issues); the lowest was item 16 and 17 (sources of advice and use of reference sources).
   c. For Section 3, the highest was item 28 (increased class liking); the lowest was item 21 (confidence in writing English).

C. Job/Education Responses Items 31-38, Section 4

To describe the changes in status or plans related to job and education, the following table lists the number of respondents (N), and the percentage of yes responses for each item in Section 4.

TABLE 2.3C

Fur and Leather Workers Union, Local 1-3

Responses to Specific Items in Section 4

Item		N	% Yes
31.	job promotion	7	0.0
32.	promise of promotion	7	0.0
33.	job retention	7	14.3
34.	taken new job	7	0.0
35.	certificate or diploma	7	0.0
36.	plan enroll in course for job	7	0.0
37.	plan enroll G.E.D, E.S.L., BE	7	85.7
38.	recommend program to others	7	85.7

1. Job Impact. The responses to the items regarding job indicated little job effect. The class helped one student retain her job.
2. Educational Impact. Six of the seven students indicated their intention to enroll in a course related to general education.
3. Class satisfaction. Six of the seven respondents indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

Approximately 75% of the items in Sections 1 to 3 were rated by the students of Local 1-3 between a little and medium improvement, with approximately 25% rated between medium and a lot. The highest item, 28 (increased class liking) had a mean of 3.57 (between medium and a lot of improvement); the lowest items, 16, 17 (sources of advice and use of reference sources), had means of 2.0 (a little improvement). The section pertaining to attitudes had the highest mean followed by the sections on basic literacy skills and general public issues of national, local and personal concern.

The responses to the items regarding job indicated little effect. The class helped one student retain her job. Six out of seven students indicated they planned to enroll in a course related to general education.

Highest rated items regarding specific reference to the general environment pertained to hope of obtaining a general education degree and reading of periodicals, menus, phone books, etc. Positive course reception was evidenced by six out of seven of the respondents indicating they would recommend the course to others.

INTERNATIONAL LADIES GARMENT WORKERS' UNION

Description of Respondents

There were 347 respondents representing the ILGWU, the greatest proportion of whom were employed Chinese-speaking women between ages 31 and 50 years, with an education of 8 years or more. Twelve were enrolled in E.S.L. and legalization classes for a period of 6 or more months.

The following is a breakdown of group characteristics based on respondents answering demographic questions:

1. Gender: 82 Males, 62 Females
2. Age Range: 20-67 years (71 aged less than 31; 19 aged 31-50; 65 aged 51 and up)
3. Language spoken at home: Chinese: 162; Spanish: 153
4. Highest grade completed. (Less than grade 8: 120; grade 8 and up: 180)
5. Period of class attendance: (Less than 6 months: 110; 6 months and up: 220)
6. Type of course. E.S.L.: 211; Other (Legalization): 34
7. Average Period of months employed for 184 respondents: 55.6

Results

A. Specific Item Description (items 1-30, Section 1-3)

Table 2.4A indicates the following information for each item: the number of respondents, the mean response, the percentage of "medium and lot of change responses", and the rank order of the item in terms of its mean. The item listing is in order of questionnaire administration.

Table 2.4A

International Ladies Garment Workers' Union

Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	335	2.44	11.9	18
2.	reading street signs	333	2.75	59.2	7
3.	reading labels	339	2.57	51.9	11
4.	reading periodicals	340	2.32	38.8	25
5.	reading menus	340	2.63	54.1	9
6.	filling out work forms	337	2.18	25.9	27
7.	completing gen. forms	336	2.19	36.9	26
8.	personal writing	326	1.97	26.4	28
9.	understanding English at work	336	2.55	19.3	13
10.	English on the radio	335	2.53	44.5	14
11.	speaking English at work	336	2.38	40.5	20
12.	speaking English to family	334	2.36	35.4	21
13.	math at work	330	2.31	44.2	23
14.	national issues	344	2.49	50.6	17
15.	child care, health	330	2.52	50.3	15
16.	advisory sources	339	2.43	46.3	19
17.	reference use	338	2.34	39.7	22
18.	visits to public centers	336	2.27	37.5	24
19.	family participation	336	2.49	46.8	17
20.	confidence reading	344	2.79	63.0	6
21.	confidence writing	342	2.51	48.8	16
22.	confidence speaking	339	2.60	49.8	10
23.	confidence understanding	343	2.68	54.9	8
24.	confidence about promotion	335	2.56	53.4	12
25.	interest in union	333	2.80	60.3	5
26.	hope of better job	339	3.01	68.7	4
27.	hope of degree	338	2.80	64.8	5
28.	liking for class	340	3.49	88.8	1
29.	class attendance	342	3.45	88.6	2
30.	family support class	337	3.41	84.6	3

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Responses to Specific Items in Section 1-3

1. Range. The rating range was: highest rated item was 28 (liking for class) with a mean of 3.49 (between medium and a lot of improvement); the lowest, was 8 (personal writing) with a mean of 1.83 (slightly less than a little improvement). Approximately 84% of the items fell between a little and medium improvement; 13% between medium and a lot; 3% between none and a little.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.4B

International Ladies Garment Workers Union

Section Means

	MEAN	
Section 1 (Basic Skills)	2.40	
Highest item	2.75	(item 5)
Lowest item	1.97	(item 8)
Section 2 (Public Issues)	2.43	
Highest item	2.52	(item 15)
Lowest item	2.27	(item 18)
Section 3 (Attitudes)	2.92	
Highest item	3.49	(item 28)
Lowest item	2.51	(item 21)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest followed by Section 2, Public Issues, and Section 1, Basic Skills, which are quite similar. All three sections rated between little and medium change or improvement.
2. Highest and lowest items in each section.
   a. For Section 1, the highest was item 5 (reading menus, phone directories); the lowest, was item 8 (personal writing).
   b. For Section 2, the highest was item 15 (child care, health); the lowest was item 18 (visits to public centers).
   c. For Section 3, the highest was item 28 (liking for class); the lowest was item 21 (confidence in writing).

C. Job/Education Responses Item 31-38, Section 4.

To describe the changes in status and plans related to job and education, the following table lists questionnaire items. The number of respondents (N), and the percentage of yes responses for each item in Section 4.

TABLE 2.4C

International Ladies Garment Workers Union

Responses to Specific Items in Section 4

Item		N	% Yes
31.	job promotion	116	25.0
32.	promise of promotion	113	23.0
33.	job retention	115	54.8
34.	taken new job	115	21.7
35.	certificate or diploma	114	19.3
36.	plan enroll in course for job	120	77.5
37.	plan enroll G.E.D., E.S.L., BE	121	66.9
38.	recommend program to others	121	99.2

1. Job Impact. The area of impact most affected by the program was in job retention. According to the responses, the program helped 54.8 percent to keep their jobs. Since the start of class 116 (25% of the respondents) indicated a job promotion and 113 (23%) the a promise of one.
2. Educational Impact. 19.3% of the respondents indicated that the class had helped them get some type of qualifying document. Many of the respondents indicated plans for future enrollment in courses related to both job (77.5%) and general literacy (66.9%).
3. Class satisfaction. Of the 121 respondents to this item, 120 (99.2%) indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

Most of the items rated by ILGWU respondents, who were mainly Chinese speaking women, ranged between little and medium improvement. The highest item was 29, liking for class, which had a mean of 3.49 (between medium and a lot of improvement); the lowest was item 8 (personal writing) which had a mean of 1.98 (between no improvement and a little). In general, those items pertaining to attitudes and basic literacy skills showed greater improvement than items pertaining to general public issues of national, local and personal concern.

The responses to the items regarding job education indicated considerable effects. Job retention was directly attributed to the course by 55% of the respondents, and since the start of class approximately 24% of the respondents reported being either promised promotions or being promoted. The class helped 19% obtain education or legal certification and the majority of students intended to continue in classes related to job or general education.

The responses also showed improvement beyond the context of work, particularly in regard to reading for general functioning in the environment. With the exception of 1 student out of 121, all respondents indicated they would recommend the course to others, an indication of high course satisfaction.

KOREAN MANPOWER DEVELOPMENT (ILGWU)

Description of Respondents

There were 178 respondents representing the Korean Manpower Development which is part of the International Ladies Garment Workers Union. The greatest proportion of respondents were Korean-speaking women (approximately 75%), 18 to 58 years of age, who were attending business courses for six months or more. The following is a breakdown of group characteristics based on respondents answering demographic questions:

1. Gender: 41 Males, 135 Females
2. Age Range: 18-58 years (70 aged less than 31; 99 aged 31-50; 9 aged 51 and up).
3. Language spoken at home. 166 spoke Korean.
4. Highest grade completed. Grade Range: 9-15 (based only on 18.respondents)
5. Period of class attendance: Range in months: 107 (24 students attended less than 6 months; 147 more than 6 months)
6. Type of course. 1 student in Basic Education; 14 in E.S.L.; 156 in Other (typing, computer or accounting classes).
7. Mean months of employment for 8 students: 108 months

Results

A. Specific Item Description (items 1-30, Sections 1-3)

Table 2.5A shows, for each item in Sections 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (answers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.5A

Korean Manpower Development (ILGWU)

Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	176	3.16	87.0	22
2.	reading street signs	176	3.19	89.2	18
3.	reading labels	175	3.24	88.5	11
4.	reading periodicals	175	3.14	76.6	23
5.	reading menus	173	3.38	83.8	5
6.	filling out work forms	172	3.25	82.0	10
7.	completing gen. forms	174	3.23	79.9	13
8.	personal writing	173	3.21	79.2	15
9.	understanding English at work	174	3.24	81.6	12
10.	English on the radio	174	3.24	78.8	12
11.	speaking English at work	174	3.26	80.5	9
12.	speaking English to family	175	3.31	82.9	7
13.	math at work	172	3.45	89.5	2
14.	national issues	175	3.13	82.9	25
15.	child care, health	175	3.14	83.5	24
16.	advisory sources	175	3.19	80.0	19
17.	reference use	175	3.22	78.2	14
18.	visits to public centers	175	3.19	78.3	17
19.	family participation	175	3.19	78.8	17
20.	confidence reading	177	3.20	84.8	16
21.	confidence writing	177	3.19	82.5	20
22.	confidence speaking	177	3.19	81.3	20
23.	confidence understanding	178	3.20	80.2	16
24.	confidence about promotion	177	3.16	76.2	21
25.	interest in union	169	3.19	76.3	19
26.	hope of better job	174	3.37	84.5	6
27.	hope of degree	162	3.41	87.6	4
28.	liking for class	159	3.43	79.8	3
29.	class attendance	160	3.31	85.0	8
30.	family support class	159	3.52	88.7	1

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Responses to Specific Items in Section 1-3

1. Range of items. The order of ranking ranged from 1 to 25, several items holding the same rank. The highest rating was for item 30 (family support for class attendance) with a mean of 3.52; the lowest, item 14 (national public issues), produced a mean rating of 3.13. All the items were rated between medium and a lot of improvement.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.5B
Korean Manpower Development (ILGWU)
Section Means

	MEAN	
Section 1 (Basic Skills)	3.25	
Highest item	3.45	(item 13)
Lowest item	3.14	(item 4)
Section 2 (Public Issues)	3.18	
Highest item	3.22	(item 17)
Lowest item	3.13	(item 14)
Section 3 (Attitudes)	3.25	
Highest item	3.52	(item 30)
Lowest item	3.16	(item 24)

Summary of Results

1. Rank Order of Sections. There was little difference between ranking of Section 1, Basic Skills, and Section 3, Attitudes. Section 2, Public Issues, was the lowest of the three. All sections were rated between medium and a lot of change or improvement.
2. Highest and lowest items in each section.
   a. For Section 1, the highest item was 13 (work mathematics); the lowest was item 4 (general reading of periodicals).
   b. For Section 2, the highest was item 17 (use of reference materials); the lowest was item 14 (interest in national issues)
   c. For Section 3, the highest was item 30 (family support for class attendance); the lowest was item 24 (confidence about seeking better job).

C. Job/Education Responses, Items 31-38, Section 4

To describe the changes in status or plans related to job and education, the following table lists the number of respondents (N) and the percentage of yes responses for each item in Section 4.

TABLE 2.5C
Korean Manpower Respondents
Responses to Specific Items in Section 4

Item		N	% Yes
31.	job promotion	160	1.2
32.	promise of promotion	161	7.5
33.	job retention	161	18.0
34.	taken new job	159	15.1
35.	certificate or diploma	164	73.8
36.	plan enroll in course for job	166	100.0
37.	plan enroll G.E.D, E.S.L., BE	167	99.4
38.	recommend program to others	167	100.0

1. Job Impact. The area of impact most affected by the class was in job retention. According to the responses, the class helped 29 out of 161 (18%) keep their jobs. A small percentage (1.2%) indicated a job promotion and 7.5% the promise of one since the start of the class.
2. Educational Impact. 121 out of 164 respondents (73.8%) indicated that the class had helped them get some type of qualifying document. All except one respondent indicated plans for future enrollment in a course related to both job and general literacy.
3. Class satisfaction. Of the 167 respondents to this item, all indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all

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questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

The respondents, the majority of whom were Korean women in business related classes, reacted very favorably toward the items. Ratings for all the items were between medium and a lot of improvement and change. The item rated highest in degree of improvement referred to family support for class attendance; the lowest was in reference to interest in national issues. In general, those items pertaining to attitudes and basic literacy skills showed greater improvement than items pertaining to general public issues of national, local and personal concern.

The respondents also indicated substantial job and educational effects directly attributable to the class, e.g., 29 (18%) of the respondents indicated the class had helped them keep their job, and 121 (74%) said that it had helped them get an educational or legal document. Since the start of class, 12 (7.5%) also were promised job promotions and 2 (1.2%) were promoted.

In addition, the responses of this workplace literacy program indicated improvement and changes beyond the context of work. Items ranked fourth and fifth referred to increased hope of a general education degree, and improvement in reading menus, phone books, etc. Moreover, almost all the respondents intended to enroll in a general education course. The highest course satisfaction was indicated by the 167 responses to the item regarding course satisfaction. All respondents would recommend the class to others.

SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL 144

Description of Respondents

Local 144 of the SEIU represents workers in the health care industry in the greater New York Metropolitan area. There were 131 respondents to the questionnaire, the greatest proportion of whom were English speaking women between 31 and 64 with an 8th grade education or above. The following is a breakdown of group characteristics based on respondents answering demographic questions:

1. Gender: 20 Males, 103 Females
2. Age Range: 22-64 years (9 less than 31; 72 aged 31-50; 32 aged 51 and up)
3. Language spoken at home. English: 83; French: 25; Spanish: 15
4. Highest grade completed. Range 2-16 (Less than grade 8: 9; grade 8 and up: 73)
5. Period of class attendance: Range 1-24 months (Less than 6 months: 86; 6 months and up: 32)
6. Type of course. Basic Education: 25; G.E.D.: 39; E.S.L.: 60
7. Mean months of employment for 85 respondents: 85 months

Results

A. Specific Item Description (Items 1-30, Sections 1-30)

Table 2.6A shows, for each item in Section 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (answers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.6A

Service Employees International Union, Local 144

Responses to Specific Items in Sections 1-3

Item	N	Mean*	Percentage responses 3-4	Rank order of item
1. reading at work	71	3.34	87.3	11
2. reading street signs	66	3.35	83.3	9
3. reading labels	71	3.34	83.1	11
4. reading periodicals	68	3.13	77.9	20
5. reading menus	61	3.34	87.1	10
6. filling out work forms	70	3.24	80.0	16
7. completing gen. forms	69	3.16	71.0	19
8. personal writing	71	3.00	67.6	21
9. understanding English at work	71	3.41	88.8	6
10. English on the radio	73	3.29	85.0	13
11. speaking English at work	75	3.24	74.7	17
12. speaking English to family	73	3.26	80.8	15
13. math at work	72	2.83	65.3	24
14. national issues	72	2.56	47.2	26
15. child care, health	72	2.79	56.9	25
16. advisory sources	74	2.46	52.7	28
17. reference use	72	2.99	70.8	22
18. visits to public centers	71	2.11	33.8	29
19. family participation	75	2.95	66.3	23
20. confidence reading	78	3.47	88.5	4
21. confidence writing	77	3.33	83.1	12
22. confidence speaking	76	3.56	81.6	8
23. confidence understanding	78	3.27	80.8	14
24. confidence about promotion	75	3.17	77.3	18
25. interest in union	74	2.53	51.4	27
26. hope of better job	76	3.70	94.7	3
27. hope of degree	78	3.85	98.7	1
28. liking for class	78	3.82	94.8	2
29. class attendance	77	3.42	85.7	5
30. family support class	78	3.37	83.3	7

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Responses to Items in Section 1-3

Almost half the respondents left many items blank.

1. Range of items. The order of ranking ranged from 1 to 29. Item 27 (hope of attaining a degree) produced the highest mean rating of 3.85, while item 18 (visits to public places) produced the lowest mean rating of 2.11. Most of the items (73.3%) were rated between medium to a lot of improvement, with 27% between a little and medium.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.6B

Service Employees International Union Local 144

Section Means

	MEAN	
Section 1 (Basic Skills)	3.22	
Highest item	3.41	(item 9)
Lowest item	2.83	(item 13)
Section 2 (Public Issues)	2.65	
Highest item	2.98	(item 17)
Lowest item	2.11	(item 18)
Section 3 (Attitudes)	3.40	
Highest item	3.85	(item 27)
Lowest item	2.53	(item 25)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest, followed by Section 1, Basic Skills, and Section 2, Public Issues. Section 1 and 3 rated between medium and a lot of change or improvement; Section 2 between a little and medium change or improvement.
2. Highest and lowest item in each section.
   a. For Section 1, the highest was item 9 (understanding English conversation at work); the lowest was item 13 (math on the job).
   b. For Section 2, the highest was item 17 (use of reference materials); the lowest, was item 18 (visits to public places).

c. For Section 3, the highest was item 27 (hope of getting a general education degree); the lowest item was 25 (interest in union activities).

C. Job/Education Responses, Items 31-38, Section 4

To describe the change in status or plans related to job and education, the following table lists the number of respondents (N) and the percentage of yes responses for each item in Section 4.

TABLE 2.6C

Service Employees International Union Local 144 Responses to Specific Items in Section 4

Item		N	% Yes
31.	job promotion	128	6.3
32.	promise of promotion	126	17.5
33.	job retention	126	57.1
34.	taken new job	129	3.9
35.	certificate or diploma	124	54.8
36.	plan enroll in course for job	129	93.0
37.	plan enroll GED, ESL, BE	129	68.2
38.	recommend program to others	131	97.7

1. Job Impact. The area of impact most affected by the class was in job retention. According to the responses, the class helped 72 out of 126 (57.1%) keep their jobs. Since the start of class 6.3% indicated a job promotion and 17.5% the promise of one.
2. Educational Impact. 68 out of 124 responses (54.8%) indicated that the class had helped them get some type of education or legal document. Almost all the respondents indicated plans for future enrollment in courses related to both job and general literacy.
3. Class satisfaction. Of the 131 respondents to this item, 97.7% indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

The respondents, most of whom were women, reacted very favorably toward the program. Approximately 73% of the items were rated between medium and a lot of improvement or change and the rest between a little and medium. The item rated highest in improvement referred to hope for a degree or certificate in general education; the lowest was in reference to visits to public places. In general, those items pertaining to attitudes and basic literacy skills showed greater improvement than items pertaining to general public issues of national, local and personal concern.

The responses to the items regarding job and education indicated considerable effects. In contrast to the questions in Section 1-3, which were left blank by almost half the respondents, these items were answered by almost all. Job retention was directly attributed to the class by 57% of the respondents, and since the start of class 18% were promised promotions and 6% were promoted. The class helped 55% obtain education or legal certification and the majority of students intended to continue in classes related to job or general education.

The responses also indicated improvement beyond the context of work. The highest ranked item (#27) referred to hope for a general education degree. With the exception of 3 students, all respondents (98%) would recommend the class to others, indicating high course satisfaction.

UNITED AUTO WORKERS, DISTRICT 65

UAW District 65 represents workers in a variety of job categories including clerical, garment and textile, retail sales and assembly line operations. There were 98 respondents to the questionnaire, the greatest proportion of whom were Spanish-speaking women with an 8th grade education or above. The following is a breakdown of group characteristics based on respondents answering demographic questions:

1. Gender: 41 Males, 56 Females
2. Ages: 45 aged less than 31; 46 aged 31 to 50; 2 aged 51 and up
3. Language spoken at home. French: 1; Spanish: 96.
4. Highest grade completed. Range 2-16 (Less than 8: 30; grade 8 and up: 55)
5. Period of class attendance: Range: 1-24 months (Less than 6 months: 55; 6 months and up: 28)
6. Type of course. G.E.D.: 12; E.S.L.: 60; Other: 19
7. Mean months of employment for 18 respondents who answered: 57 months

A. Specific Item Description (Items 1-30, Sections 1-3)

Table 2.7A shows, for each item in Section 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (answers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.7A

United Auto Workers, District 65

Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	95	2.96	68.4	11
2.	reading street signs	97	3.05	71.2	6
3.	reading labels	98	2.90	60.2	14
4.	reading periodicals	97	2.81	57.7	18
5.	reading menus	97	2.86	60.8	15
6.	filling out work forms	95	2.71	52.7	23
7.	completing gen. forms	97	2.71	53.6	23
8.	personal writing	96	2.39	41.7	26
9.	understanding English at work	98	2.90	63.3	14
10.	English on the radio	96	2.76	52.0	20
11.	speaking English at work	97	2.81	58.8	18
12.	speaking English to family	96	2.79	58.4	19
13.	math at work	92	2.98	64.2	10
14.	national issues	96	2.75	59.4	21
15.	child care, health	96	2.82	64.5	17
16.	advisory sources	92	2.59	52.2	24
17.	reference use	95	2.72	65.2	22
18.	visits to public centers	93	2.48	49.4	25
19.	family participation	97	3.00	69.1	9
20.	confidence reading	95	3.01	75.8	8
21.	confidence writing	95	2.94	74.8	12
22.	confidence speaking	97	2.84	66.0	16
23.	confidence understanding	95	2.86	68.4	15
24.	confidence about promotion	94	3.04	70.2	7
25.	interest in union	92	2.91	63.0	13
26.	hope of better job	95	3.55	91.6	4
27.	hope of degree	96	3.51	88.5	5
28.	liking for class	95	3.79	95.8	1
29.	class attendance	95	3.64	93.7	3
30.	family support class	95	3.70	93.7	2

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Responses to Items

1. Range of Items. The order of ranking ranged from 1 to 26. Item 28 (liking for class) produced the highest mean rating of 3.79. While item 8 (personal writing) produced the lowest mean rating of 2.39. Thirty percent of the items were rated between medium and a lot of improvement, with 70% between a little and medium.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest item in each section.

TABLE 2.7B
United Auto Workers, District 65
Section Means

	MEAN	
Section 1 (Basic Skills)	2.81	
Highest item	3.05	(item 23)
Lowest item	2.39	(item 8)
Section 2 (Public Issues)	2.72	
Highest item	3.00	(item 19)
Lowest item	2.48	(item 18)
Section 3 (Attitudes)	3.26	
Highest item	3.79	(item 28)
Lowest item	2.84	(item 22)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest, followed by Section 1, Basic Skills, and Section 2, Public Issues. Section 3 rated between medium and a lot of change or improvement; Sections 1 and 2 between a little and medium change or improvement.
2. Highest and lowest items in each section.
   a. For Section 1, the highest item was 23 (reading street signs); the lowest was item 8 (personal writing).
   b. For Section 2, the highest was item 19 (family participation); the lowest was item 18 (visits to public places).
   c. For Section 3, the highest was item 28 (liking for class); the lowest was item 22 (confidence in speaking).

C. Job/Education Responses Items 31-38, Section 4

To describe the changes in status or plans related to job and education, the following table lists questionnaire items, the number of respondents (N) and the percentage of yes and answers for each item in Section 4.

TABLE 2.7C

United Auto Workers, District 65

Responses to Specific Items in Section 4

	Item	N	% Yes
31.	job promotion	94	29.8
32.	promise of promotion	94	44.7
33.	job retention	93	82.8
34.	taken new job	94	22.3
35.	certificate or diploma	94	42.6
36.	plan enroll in course for job	95	85.3
37.	plan enroll G.E.D., E.S.L., BE	93	88.2
38.	recommend program to others	97	98.0

1. Job Impact. The area of impact most affected by the class was in job retention. According to the responses, the program helped 82.8% keep their jobs. Since the start of class, 29.8% indicated a job promotion and 44.7% the promise of one.
2. Educational Impact. 42.6% of respondents indicated that the program had helped them get some type of education or legal document. Almost all the respondents indicated plans for future enrollment in courses related to both job and general literacy.
3. Class satisfaction. 98% of respondents indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

The respondents, most of whom were women, reacted very favorably toward the program. Approximately 30% of the items were rated between medium and a lot of improvement or change and the rest between a little and medium. The item rated highest in improvement referred to liking for class; the lowest was in reference to personal writing. In general, those items pertaining to attitudes and basic literacy skills showed greater improvement than items pertaining to general public issues of national, local and personal concern.

The responses to the items regarding job and education indicated considerable effects. Most items were answered by almost all respondents. Job retention was directly attributed to the class by 82.8% of the respondents; since the start of class 44.7% were promised promotions and 29.8% were promoted. The class helped 42.6% obtain education or legal certification and the majority of students intended to continue in classes related to job or general education.

The responses also indicated improvement beyond the context of work. The highest ranked item referred to liking for class. The second highest ranked item referred to family support for class. Ninety-eight percent of respondents indicated that they would recommend their class to others, indicating high program satisfaction.

UNITED AUTO WORKERS, LOCAL 365

Description of Respondents

UAW Local 365 represents workers in a great variety of occupations, from assembly line and piece workers to truck drivers and airline mechanics. There were 32 respondents to the questionnaire and a nearly equal number of men and women. The greatest proportion were Spanish speaking between ages 31 and 50 with an 8th grade education or above. The following is a breakdown of group characteristics based on respondents answering demographic questions:

1. Gender: 15 Males, 17 Females
2. Ages: 9 aged less than 31; 16 aged 31-50; 5 aged 51 and up
3. Language spoken at home. Chinese: 2; Spanish: 29.
4. Highest grade completed. (Less than grade 8: 4; grade 8 and up: 25)
5. Period of class attendance: Range: Less than 6 months: 22; 6 months and up: 6
6. Type of course. E.S.L.: 32
7. Mean months of employment for 85 respondents: 80.8 months

A. Specific Item Description (Items 1-30, Section 1-3)

Table 2.8A shows, for each item in Section 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (answers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.8A

United Auto Workers, Local 365

Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	30	2.97	80.0	8
2.	reading street signs	31	3.19	80.6	3
3.	reading labels	30	2.83	67.7	14
4.	reading periodicals	29	2.79	65.5	16
5.	reading menus	31	2.94	71.0	9
6.	filling out work forms	29	2.48	51.7	24
7.	completing gen. forms	29	2.76	72.4	18
8.	personal writing	31	2.52	48.4	23
9.	understanding English at work	32	3.16	75.1	7
10.	English on the radio	30	2.80	66.7	15
11.	speaking English at work	30	2.93	73.3	10
12.	speaking English to family	31	2.77	61.3	17
13.	math at work	24	2.71	46.9	20
14.	national issues	31	2.58	54.9	22
15.	child care, health	31	2.90	80.7	11
16.	advisory sources	31	2.45	48.4	25
17.	reference use	31	2.94	74.2	9
18.	visits to public centers	31	2.42	45.1	26
19.	family participation	30	2.73	66.7	19
20.	confidence reading	31	2.94	70.6	9
21.	confidence writing	30	2.80	66.6	15
22.	confidence speaking	31	2.84	70.9	13
23.	confidence understanding	31	3.10	80.6	6
24.	confidence about promotion	30	2.87	66.7	12
25.	interest in union	25	2.60	56.0	21
26.	hope of better job	30	3.13	76.7	5
27.	hope of degree	30	3.17	90.0	4
28.	liking for class	31	3.65	96.7	1
29.	class attendance	30	3.40	83.4	2
30.	family support class	30	3.40	83.4	2

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Responses to Specific Items. Item 28 (liking for class) produced the highest mean rating of 3.65 while item 18 (visits to public places) produced the lowest mean rating of 2.42. Most of the items (73.3%) were rated between little to a medium level of improvement, with 27% between medium and a lot of improvement.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.8B
United Auto Workers, Local 365
Section Means

	MEAN	
Section 1 (Basic Skills)	2.81	
Highest item	3.19	(item 2)
Lowest item	2.52	(item 8)
Section 2 (Public Issues)	2.67	
Highest item	2.90	(item 15)
Lowest item	2.42	(item 18)
Section 3 (Attitudes)	3.08	
Highest item	3.65	(item 28)
Lowest item	2.60	(item 25)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest, followed by Section 1, Basic Skills, and Section 2, Public Issues. Section 3 rated between medium and a lot of change or improvement; Sections 1 and 2 between a little and medium change or improvement.
2. Highest and lowest items in each section.
   a. For Section 1, the highest was item 2 (reading street signs); the lowest was item 8 (personal writing).
   b. For Section 2, the highest was item 15 (child care, health); the lowest was item 18 (visits to public places).
   c. For Section 3, the highest was item 28 (liking for class); the lowest was item 25 (interest in union activities).

C. Job/Education Responses Items 31-38, Section 4

To describe the change in status or plans related to job and education, the following table lists questionnaire items, the number of respondents (N), and the percentage of yes responses for each item in Section 4.

TABLE 2.8C

United Auto Workers, District 365

Responses to Specific Items in Section 4

Item		N	% Yes
31.	job promotion	28	10.7
32.	promise of promotion	30	33.3
33.	job retention	26	50.0
34.	taken new job	28	25.0
35.	certificate or diploma	28	35.7
36.	plan enroll in course for job	28	75.0
37.	plan enroll G.E.D., E.S.L., BE	29	90.6
38.	recommend program to others	29	100.0

1. Job Impact. The area most affected by the class was in job retention. According to the responses, the class helped 50% keep their jobs. Since the start of class 10.7% indicated a job promotion and 33.3% the promise of one.
2. Educational Impact. Thirty-six percent of the responses indicated that the class had helped them get some type of education or legal document. Eighty-three percent of the respondents indicated plans for future enrollment in courses related to both job and general literacy.
3. Class satisfaction. Of the 29 respondents to this item, 100% indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

The respondents, most of whom were women, reacted very favorably toward the program. Approximately 27% of the items were rated between medium and a lot of improvement or change and the rest between little and medium. The item rated highest in improvement referred to liking for class; the lowest was in reference to use of advisory sources. In general, those items pertaining to attitudes showed greater improvement than items pertaining to basic skills and general public issues of national, local and personal concern.

The responses to the items regarding job and education indicated considerable effects. Job retention was directly attributed to the class by 50% of the respondents, and since the start of class 33.3% were promised promotions and 12.5% were promoted. The class helped 35.7% of the respondents obtain education or legal certification and 75% of respondents intended to continue in classes related to job or general education.

All respondents indicated that they would recommend their class to others, indicating high program satisfaction.

Description of Respondents

There were 7 respondents representing Local 174 (5 men and 2 women) who were enrolled in an E.S.L. class. They were between ages 20-44 years, with an education ranging between grades 10 to 14. The period of class attendance was from 5 to 11 months. All of them were employed for an average period of 42 months.

Results

Because of the small number of respondents, the results are not necessarily reliable documentation of impact.

A. Specific Item Description (Items 1-30, Sections 1-3)

Table 2.9A shows, for each item in Sections 1 to 3, the number of individuals who responded (N), the mean response, the percentage of responses indicating a medium amount and a lot of improvement (anwers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response.

The complete questionnaire may be found in Appendix I.

Table 2.9A

United Food and Commercial Workers Union, Local 174

Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	7	2.14	14.3	8
2.	reading street signs	7	2.43	28.6	6
3.	reading labels	7	2.00	0.0	9
4.	reading periodicals	7	2.14	14.3	8
5.	reading menus	7	2.14	14.3	8
6.	filling out work forms	7	2.14	14.3	8
7.	completing gen. forms	7	2.29	28.6	7
8.	personal writing	7	2.29	28.6	7
9.	understanding English at work	7	2.86	71.4	3
10.	English on the radio	7	2.57	57.1	5
11.	speaking English at work	7	2.29	42.9	7
12.	speaking English to family	6	1.67	16.7	12
13.	math at work	7	1.86	0.0	10
14.	national issues	7	2.43	28.6	6
15.	child care, health	7	1.71	14.3	11
16.	advisory sources	7	1.86	14.3	10
17.	reference use	7	1.86	14.3	10
18.	visits to public centers	7	1.71	14.3	11
19.	family participation	7	1.86	28.6	10
20.	confidence reading	7	2.57	42.9	5
21.	confidence writing	7	2.43	42.9	6
22.	confidence speaking	7	3.00	85.7	3
23.	confidence understanding	7	3.00	70.5	2
24.	confidence about promotion	7	2.57	42.9	5
25.	interest in union	7	1.57	14.3	13
26.	hope of better job	7	2.57	42.9	5
27.	hope of degree	7	2.29	14.3	7
28.	liking for class	6	3.33	100.0	1
29.	class attendance	7	2.86	71.4	3
30.	family support class	7	2.71	71.4	4

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

Summary of Responses to Items in Sections 1-3

1. Range of Items. The order of ranking ranged from 1 to 13, many items holding the same rank. Item 28 (increased class liking) produced the highest mean rating of 3.33, while item 25 (interest in union affairs) produced the lowest mean rating of 1.57. Most of the items (63.3%) were rated between a little and medium improvement, ~~with 10%~~ between a medium and a lot and 26.6% between no improvement and a little.

B. Broad Domain Impact

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.9B

United Food and Commercial Workers' Union, Local 174

Section Means

	MEAN	
Section 1 (Basic Skills)	2.22	
Highest item	2.86	(item 9)
Lowest item	1.67	(item 12)
Section 2 (Public Issues)	1.91	
Highest item	2.43	(item 14)
Lowest item	1.71	(item 15, 18)
Section 3 (Attitudes)	2.62	
Highest item	3.33	(item 28)
Lowest item	1.57	(item 25)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was highest, followed by Section 1, Basic Skills, and Section 2, Public Issues. Sections 1 and 3 rated between a little and medium improvement; Section 2, close to a little improvement.
2. Highest and lowest items in each section.
   a. For Section 1, the highest item was 9 (understanding English conversation at work) and the lowest was item 12 (speaking English to family)
   b. For Section 2, the highest was item 14 (interest in national issues); the lowest were items 15 and 18 (issues regarding child care, abuse, etc. and visits to public places).
   c. For Section 3, the highest was item 28 (increased class liking); the lowest was item 25 (interest in union activities).

C. Job/Education Responses Items 31-38, Section 4

To describe the changes in status and plans related to job and education, the following table lists the number of respondents (N), and the percentage of yes responses for each item in Section 4.

TABLE 2.9C

United Food and Commercial Workers Union, Local 174

Responses to Specific Items in Section 4

	Item	N	% Yes
31.	job promotion	7	42.9
32.	promise of promotion	7	42.9
33.	job retention	7	85.7
34.	taken new job	7	28.6
35.	certificate or diploma	7	14.3
36.	plan enroll in course for job	7	57.1
37.	plan enroll G.E.D, E.S.L.,, BE	7	57.1
38.	recommend program to others	7	100.0

1. Job Impact. There was a high percentage of positive responses to items 31 to 35 pertaining to job. The class had the most positive impact on job retention, helping 6 out of 7 respondents keep their jobs; three respondents were promoted and 3 were promised promotions.
2. Educational Impact. The class helped 1 out of 7 respondents obtain a document certifying education or legal status and 4 out of 7 intended to enroll in job-related as well as general education courses.
3. Class satisfaction. All 7 respondents indicated that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

Most of the items (63.3%) rated by seven E.S.L. students of Local 174 ranged between a little and medium improvement, with 10% rated between a medium and a lot, and 27% between no improvement or change and a little. The highest item, 28 (increased class liking), had a mean of 3.33 (between medium and a lot of improvement); the lowest item, 25 (interest in union affairs), had a mean of 1.57 (between no improvement and a little). In general, those items pertaining to attitudes showed greater improvement than items pertaining to basic literacy skills or general public issues of national, local and personal concern.

The responses to the items regarding job impact indicated considerable positive effects. Direct impact of the class pertaining to job retention was indicated by 6 out of 7 students. Since the start of class, 3 students were promoted and 3 were promised a promotion.

Education was also affected. One student obtained a document pertaining to education or legal certification and more than half the students intended to enroll in classes related to job or general education.

Items affected most in regard to the general environment pertained to English conversation on the radio, TV, etc., reading signs in public places, and interest in national issues such as, immigration, gun control, etc.

Positive course reception was evidenced by 100% of the respondents, indicating they would recommend the course to others.

UNITED FOOD AND COMMERCIAL WORKERS' UNION, LOCAL 342-50

Description of Respondents

There were 11 respondents, 9 women and 2 men, from Local 342-50, 8 of whom indicated that they were enrolled in an E.S.L. class. The other respondents did not indicate the nature of their class. One respondent was aged below 30 years, 2 between 31 and 50, and 3 were 51 years or older. Six spoke French at home, 1 spoke Chinese, 1 Portuguese, 2 spoke Spanish and 1 spoke English. Six respondents reported that they had an educational level of eighth grade or higher, and 3 had less than an eighth grade level. Nine respondents had attended the class six or more months, while 1 had attended less than six months. The respondents were all employed and had been in their current jobs for a mean of 6.5 years.

Results

Since there were only 11 respondents, the results presented below should be viewed with caution. They cannot be taken as representative of the entire student body in this union without further investigation.

A. Specific Item Description

Table 2.10A shows, for each item in Sections 1 to 3, the number of individuals (N) who responded, the mean response, the percentage of responses indicating a medium amount and a lot of improvement or change (answers 3 and 4 on the 4-point scale), and the rank order of the questions in terms of mean response. The complete questionnaire may be found in Appendix I.

Table 2.10A

United Food and Commercial Workers Union, Local 342-50

Responses to Specific Items in Sections 1-3

	Item	N	Mean*	Percentage responses 3-4	Rank order of item
1.	reading at work	11	2.00	18.20	17
2.	reading street signs	11	2.64	63.60	6
3.	reading labels	11	2.55	54.50	8
4.	reading periodicals	11	2.27	36.40	13
5.	reading menus	11	2.46	45.50	9
6.	filling out work forms	11	1.46	9.10	21
7.	completing gen. form	11	2.37	45.50	11
8.	personal writing	11	2.20	30.0	14
9.	understanding English at work	11	2.91	63.70	3
10.	English on the radio	11	2.37	36.40	11
11.	speaking English at work	11	2.36	36.40	12
12.	speaking English to family	10	1.80	10.00	20
13.	math at work	10	1.20	0.00	23
14.	national issues	11	1.36	9.10	22
15.	child care, health	11	2.00	18.20	17
16.	advisory sources	11	1.82	9.10	19
17.	reference use	11	1.82	27.30	19
18.	visits to public centers	11	2.36	36.40	12
19.	family participation	11	2.18	27.30	15
20.	confidence reading	11	2.70	50.00	5
21.	confidence writing	11	2.46	45.50	9
22.	confidence speaking	11	2.55	45.50	8
23.	confidence understanding	10	2.80	80.00	4
24.	confidence about promotion	11	2.09	27.30	16
25.	interest in union	10	1.90	20.00	18
26.	hope of better job	10	2.60	40.00	7
27.	hope of degree	10	2.40	50.00	10
28.	liking for class	9	3.11	66.60	1
29.	class attendance	10	2.60	50.00	7
30.	family support class	10	3.00	70.00	2

*Ranking of items are as follows: 1=no change or improvement; 2=a little change or improvement; 3=moderate change or improvement; 4=a lot of change or improvement.

1.Range of items. The order of ranking ranged from 1 to 23, with several items holding the same rank. Ninety-three percent of the items were rated between a little and a medium amount of improvement or change, and the remainder indicated a medium to a lot. Item 28 (increased liking for class) produced the highest mean rating of 3.11, while 13 (math on the job) produced the lowest mean rating of 1.20.

B. Broad Domain Impact.

The following table indicates the means for each section and the means of the highest and lowest items in each section.

TABLE 2.10B

United Food and Commercial Workers Union, Local 342-50

Section Means

	MEAN	
Section 1 (Basic Skills)	2.19	
Highest item	2.91	(item 9)
Lowest item	1.20	(item 13)
Section 2 (Public Issues)	1.92	
Highest item	2.36	(item 18)
Lowest item	1.36	(item 14)
Section 3 (Attitudes)	2.56	
Highest item	3.11	(item 28)
Lowest item	1.90	(item 25)

Summary of Results

1. Rank Order of Sections. Section 3, Attitudes, was the highest, followed by Section 1, Basic Skills, and Section 2, Public Issues. Sections 1 and 3 rated between a little and a medium amount of improvement and Section 2 rated between no and a little improvement.
2. Highest and lowest items in each section
   a. For Section 1, the highest item involved understanding English conversation at work, and the lowest item involved math on the job.
   b. For Section 2, the highest item involved visits to public places and the lowest item pertained to interest in knowledge about public issues.

c. For Section 3, the highest item pertained to hope for education or certification, and the lowest item involved interest in union activities.

C. Job/Education Responses (Items 31-18, Section 4)

To describe the change in status and plans related to job and education, the following table lists the number of respondents (N), and the percentage of yes responses for each item in Section 4.

TABLE 2.10C

United Food and Commercial Workers Union Local 342-50

Responses to Specific Items in Section 4

Item	N	% Yes
31. job promotion	9	0.0
32. promise of promotion	11	18.2
33. job retention	11	45.5
34. taken new job	11	0.0
35. certificate or diploma	11	18.2
36. plan enroll in course for job	11	36.4
37. plan enroll G.E.D, E.S.L., BE	10	80.0
38. recommend program to others	11	81.8

1. Job Impact. The responses to the item regarding job promotion indicated no change, while there was a little to a medium amount of change in the promise of promotion. While no respondents indicated that they had taken a new job, 45.5% reported that the class had helped them retain their jobs.
2. Educational Impact. Eighty percent of the respondents reported plans to enroll in further literacy instruction, and 36.4% indicated that they had plans to take additional courses related to job training.
3. Class satisfaction. A large percentage of the sample, 81.8%, reported that they would recommend the class to others.

Summary Comments

Of a total of 4,243 students in the CLC-Consortium Program for whom we have data, 1025 filled out the Self-Report Questionnaire. Of this sample, not all students answered all questions. Therefore, the comments that follow pertain only to the sample providing responses, not to the total population of the program.

Ninety-three percent of the items in Section 1 to 3 were rated by the students of Local 342-50 between a little and a medium amount of change or improvement, with the remainder between a medium and a lot. The highest item pertained to increased class liking, while math on the job was rated lowest. The section pertaining to attitudes had the highest mean rating of the three sections.

Amost half the sample reported that the literacy instruction had helped them retain their jobs. Eighty percent had the desire to enroll in further literacy instruction and one third reported plans for enrolling in job-related training. There was a high level o. satisfaction with the class, with 81.8% of the sample indicating that they would recommend the class to others.

SECTION III
CASE STUDIES

SECTION III
CASE STUDIES

Introduction

To provide a multifacted description of the impact on students of workplace literacy instruction, this section presents six case studies from the perspective of administrative directors and staff utilizing both qualitative and quantitative information. The studies describe the ACTWU Worker Education courses, the CLC-Consortium-wide Computer Literacy program, the Home Care Institute, the ILGWU Specific Skills Program, Teamsters Local 237's Worker Education courses, and a special G.E.D. program offered by UAW District 65. This last program is not part of the state-funded Workplace Literacy Program. However, we have included it as an example of the positive results which can be obtained, even for a more traditional program and standardized assessment tool like the G.E.D, from the student-centered, holistic language approach to adult education fostered by the Consortium for Worker Education.

Program impact is investigated in several ways in the current evaluation. In Section I above, for example, gain scores on standardized tests represent one way of describing impact. In Section II above, impact was examined by using a self-report instrument. In this way, impact was examined in terms of students' perceptions. In contrast, the case studies in the current section present impact from the point of view of program administrators and teachers. Various examples of effective practices were offered by administrators when the evaluation team asked them for evidence, from their point of view, of positive impact. It will be seen that the examples they gave include new approaches to intake, curricula, pedagogical methods and assessment tools.

The case studies present evidence of program impact as presented by the programs and their own evaluation efforts and instruments. By asking the programs to show us all the evidence, in any form, that the program is successful, the evaluators have helped the unions to further develop their programs and define and develop their own evaluation instruments. With the knowledge that the evaluation process is still evolving and that the unions are making good faith efforts to refine their evaluation processes, the unions are to be applauded for the steps that are represented in these case studies.

The six programs that have been selected as case studies reflect a differential growth rate. Several programs, including the Home Care Institute, and those of the ILGWU and

CASE STUDY #1
AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION
WORKER EDUCATION PROGRAM

Introduction

This account of the ACTWU Worker Education Program's (WEP) impact, based on interviews with Paula Finn, Program Director, Debora Buxton, Curriculum Coordinator, and site visits, provides an opportunity to illustrate holistic evaluation from their perspective. Therefore, it describes not only impact on learning, but also documents growth in curriculum-teaching and evaluation which facilitates these outcomes.

The WEP program, which was begun in September 1985, is open to union members and their families. As a group, they stand on the bottom rung of the economic ladder, earning minimum wages in the apparel industry. The majority of students are immigrants from Latin America and the Caribbean and are in jobs which offer no opportunity for advancement. The program offers five levels of English literacy instruction, two levels of Spanish literacy, and two levels of Spanish G.E.D. preparation. Since the courses progress from beginning to advanced levels, there is a place for everyone regardless of entering level of literacy.

Program Description

Classes and Recruitment. During the October 1988-June 1989 session the types of instruction included three levels of Spanish literacy, and two levels of E.S.L. Eighteen classes a week were held in four different sites throughout New York City. Most of the classes met for three-hour sessions twice a week in the evenings. Some classes met only on Saturdays for four hours. There were fifteen teachers in the program.

Students were recruited by announcements and fliers, and by word-of-mouth, which appears to have been the most effective means.

Student Demographics. There were 480 students in the program, representing an appreciable increase over the 180 students initially enrolled in the 1985-86. The students were mainly Spanish-speaking immigrants from Latin America and the Caribbean. They were mature, family oriented adults, about 60% of whom were women, with many responsibilities. The approximate age range of the students in the program was 20 to 70, with the median 35.

Formal education for many was less than sixth grade in their native schooling, although some of them had advanced beyond college. According to Ms. Buxton, many students were in the program to acquire basic literacy skills for entry into other job markets and for admission into advanced educational courses.

Program Goals

To meet the need of students, based on their characteristics and the structure of the industry, ACTWU considers as realistic primary goals the development of orientation skills, and the promotion of reciprocity. According to Dino Pacio-Lindin, a consultant who has played an important role in guiding the development of curriculum, the immigrant needs orientation skills to overcome cultural shock and to gain a sense of mastery. Reciprocity, the process of participation at all levels of the learning-teaching process, grooms the students for productive membership in the social and political systems of a culture.

Instruction

To reach the broad instructional goal of helping students and their families gain control over their daily lives in all aspects of functioning, instruction centers on developing those communication and language skills, concepts, and information vital to survival and growth in a new culture. Specific lesson content is consonant with student needs and interests, and is placed in useful and relevant contextual settings. Thus, communication and language skills, including vocabulary and grammar, are developed not in isolation, but through meaningful application. This is demonstrated in the excerpts from the E.S.L. curriculum resource guide, Thematic English for Immigrant Workers by Paula Finn, the Project Director, and Debora Buxton, the Curriculum Coordinator. (See Appendix II, pp. 1-6.) This guide represents the culmination of several years of work based on the synthesis of input from students, teachers, staff administrators, and classroom experimentation.

The manual is comprised of three basic thematic sections as follows: "How We Live"; "Our Work"; "Getting Around New York." There is extensive use of visual materials to clarify and mediate lesson concepts. Exercises in different formats ranging from very structured objective type (e.g. multiple-choice, and matching) to minimal structure (paragraph writing) provide many opportunities to practice reading, writing and oral language skills.

A. How We Live. The thematic material of this introductory section focusses on the students' exposure to English in situations common to daily living, types of work, and recreational activities. Pictures are used to illustrate each theme and form the bases for student discussion and exercises. In addition to student language learning, this section aids the teacher by developing student information for focusing lessons more clearly. An example of a lesson exercise based on work pictures is found Appendix I.1-2.

B. Our Work. The exercises in this section are centered on work themes, including various occupations, work products, job vocabulary, and workplace issues. Lesson skills (e.g., tense, infinitive, question formation, affirmative or negative answers, conjunctions, and prepositions) are accompanied with visual material to provide a realistic, functional setting for language exercises. Two excerpts may be found in Appendix I, pp. 3-4. The first demonstrates the use of pictures as an exercise requiring present tense usage as well as negative or affirmative answers.

The second illustrates the use of a claim form to monitor reading comprehension and to practice present and past tense formation.

Getting Around New York. The theme of transporation provides the contextual setting for relating language skills to concepts, vocabulary, city geography and skills vital for surviving the city transporational system. The city becomes a broad backdrop to promote such general skills as map reading, orientation, directional concepts and vocabulary, e.g., uptown/downtown, north/south, east/west. Curriculum material illustrating the use of subway scenes to develop language in the context of transportation may be found in Appendix II, pp. 5-6.

In addition to providing thematic material which fills critical needs for immigrant workers, it helps make new teachers more effective by providing a lesson framework. According to the director, although the guide establishes the pedagogical and philosophical criteria, and offers specific methodological suggestions, the teacher still has the latitude to deviate and to be creative in approach. New teachers have found this guide very helpful and feel that it has appreciably contributed to their effectiveness as teachers.

Evaluation

Data documenting the program's impact are described in this section. Consistent with holistic orientation, quantitative and qualitative evidence is provided representing impact on the student learning process as well as on the evaluation and instructional and curriculum processes which facilitate learning.

Evaluation and Measurement

One outcome has been the formalization of an evaluation system to include comparison of locally developed pre-post-test results for measuring student performance quantitatively as well as teacher and curriculum effectiveness. Heretofore, the pre-test's primary function was as a placement tool. For E.S.L.measurement, a post-test was newly created; for Spanish literacy classes, the pre-and-post tests were the same.

Description of Measures

The pre-test was administered at the start of the classes in September 1988 and the post-test at the end in June 1989. Both tests were group administered and scored on the basis of percentage of correct responses.

A. E.S.L.

1. Pre-test (see Appendix II, pp. 7-13). This is a 41-item instrument consisting of two sections. Section I measures aural comprehension and is comprised of 13 multiple-choice questions, each with three picture options. Students respond by placing an "x" on the picture named by the teacher.

   Section II presupposes independent reading ability and measures structural knowledge of English through questions tapping reading and writing ability as follows:

   a. Ten fill-in-the-blank questions (2-option multiple-choice).
      Example: Susan (is are) _______ a teacher.
   b. Eight fill-in-the-blank questions (2 or 4-option multiple choice).
      Example: _____(where, when or what) are you from? I am from Guatemala.
   c. A short paragraph written in the present tense requiring the student to rewrite it in the past tense.
   d. Nine questions requiring the student to respond by writing complete sentences.
      Example: Where do you live?

2. Post-test (see Appendix II, pp. 14-21). This is comprised of 32-items and composition. The first six questions measure aural comprehension through picture presentation. It requires the student to place an "x" on an article named by the teacher in a picture.

   The balance of the test taps reading and writing ability as follows:

   a. Three questions, each accompanied by a picture requiring a one-sentence written response describing what the person (people) is doing.
      Example: Juan is washing the dishes.

b. Five multiple-choice questions measuring comprehension of questions commonly asked.

   Example: What's the matter? Options: Yes I do; I'm from Mexico; I'm sick.

c. Eight questions measuring reading comprehension of a story. Response require written answers rather than multiple choice.

d. Full-blown composition based on work-related information (e.g., type of work student does, job tenure, work problems, etc.)

e. Ten questions measuring verb usage. The items, set off by brackets, are embeded in a paragraph. The student's task is to read it and to circle one of two verb choices in the brackets.

Scoring:

Scoring for pre-and-post tests may range from 0-100. Levels based on score groupings are as follows: Level I = 1-19; Level II = 20-39; Level III = 40-65; Level IV = 66-100.

Results:

A comparison of means of pre-and post tests scores of 102 students indicated a gain of 11.5 points. Pre-mean: 14.7, Post-mean: 26.2, Gain: 11.5.

B. Spanish Literacy (See Appendix II, pp. 22-25.)

The pre-post tests which are identical measure vocabulary, reading comprehension and writing ability in Spanish as follows:

1. Eight multiple-choice questions (4-answer options) measuring vocabulary.

   Example: Cuando usted ha adquirido algo, usted ha: cedido, obtenido, donado, entregado.

2. A reading comprehension passage with 5 multiple-choice questions (4-answer options) and a composition based on the passage.

3. A written description of a picture.

At the time of this report the test scores were not available for comparison.

Student/Learner Impact

Delegate System

An important program outcome is the evidence of reciprocity in the continual growth of the student delegate system. The following description of the system and its outcomes was provided by the Program Director, Ms. Finn.

"The effects of the delegate system on the ACTWU Worker Education Program have been varied and far-ranging. The delegate system provides the primary vehicle for the development of student leadership, dialogue among students, dialogue between students and program staff, collective problem solving and policy making. Below I will describe the effects of this system A) on the students' development and B) on the continual development of the program as an organization capable of supporting individual and collective growth.

In the election by co-students of student delegates, in the orientation of student delegates, as well as in delegate meetings, the program staff has emphasized the importance of developing genuine, grassroots, and democratic leadership among students. As students work to shape their community within the program, they learn and teach each other more actively, and develop the knowledge and the skills which enable them to contribute more effectively to the well-being of their families and communities and to continue their personal processes of growth beyond the limits of the program.

L., S. and R. are three student delegates whose experiences reflect those of many others. L. is a Dominican woman in her late thirties, mother of eight children, two of whom have died. She is a sewing machine operator, who travels five days a week from a factory in New Jersey to study. L. began studying in the program three years ago with four years of schooling in her country, and with very little comprehension or spoken ability in English. At the beginning of her second year in the program, her co-students elected her sub-delegate of their group. During the first few meetings L. barely spoke; these were, in fact, the first formal meetings she had ever attended. Little by little, she began to take a more active role in the meetings, focusing at first on organizing the program's coffee break. Later she encouraged other delegates to vote in favor of a program-wide workshop on domestic violence. In April of this year L. spoke clearly and eloquently to a group of approximately 150 in-coming students about the student delegate system, her experiences as a worker, mother and student, and the importance of continued studies in the native language in addition to English. L. has, during this period, advanced two levels in E.S.L., and in her native language from a post-literacy level (roughly 3rd-4th grade) to the Spanish High School Equivalency level. She has become one of the most vocal and convincing members of the program on the role of the native language in the acquisition of the second language.

S. was a teacher in Mexico. Here he has worked undocumented in a variety of restaurant and factory jobs. Through the ACTWU Worker Education Program's Immigration Counseling Section, he applied for and received his temporary residency, free of charge. Through the student delegate system he has reciprocated that help by orienting new students and by representing the program on the Labor and Community Immigrant Rights Coalition. The student delegate system provided the vehicle which allowed S. to convert the experience of fear and victimization that many have suffered under the new immigration law (IRCA 1986) into an experience of action to educate himself and others, and, indeed, to change the law.

In January of this year R. was elected delegate of her Spanish Literacy class. She came from the Dominican Republic as an adult with less than two years of formal education in her country, able to sign her name, but with great difficulty. Like many people, and women in particular, from poor families throughout Latin America, R. was forced at a very young age to trade schooling for work and family responsibilities. Learning to read and write now, for R., means, in part, asserting the importance of her own development and her own voice, spoken and written. Her family members tell her that "since you registered in that class, you won't shut-up. You've got an opinion about everything." Her participation in the student delegate system has accelerated this process. In meetings she is becoming a leader particularly commited to soliciting and representing the ideas of those whom she represents. Due to her increased involvement in the program, through the delegate system, she has decided to study three, instead of two, days per week.

R.'s story is also illustrative of the effect of the delegates on the program as a whole. R. has brought experiences of Spanish Literacy students to the rest of the students. She has broken through what has been called the "culture of silence." Other students have volunteered to take notes for her at the delegate meetings and have come to better understand and respect her struggle to educate herself. R. has also helped the members of her literacy class connect with other students and staff of the program.

The delegates have, indeed, made of the program a community of mutual education and support, responsive to a variety of individual and collective interests."

Additional Documentation of Impact

Evidence of the program's impact in other areas include:

1. Growth of enrollment from 180 in October 1985 to 480 as of April 1989.
2. Approximately 30 students received G.E.D.'s in 1988/9 as a result of the Spanish component of the program.
3. During 1989-89 approximately 40 students expressed interest in and received counseling regarding higher education.

4. 25 ACTWU students are completing special Consortium for Worker Education pre-college summer classes with a counseling component.

Teacher and Curriculum Outcomes

Professional Development Study

In addition to the creation of curriculum manuals to aid instruction, Paul Jurmo, an outside consultant associated with the Business Council for Effective Literacy, was asked to conduct a formative evaluation for internal use of ACTWU's system for recruiting, selecting, orienting, and training teachers. (See Appendix II, pp. 26-30.)

In general, the study found that staff members and teachers appreciated what ACTWU is trying to accomplish for its learners. They expressed appreciation for the support they had received from the union as well as contributing specific ideas for how staff development might be improved. Their most pressing concern was not the quality, but the quantity of support and funding. The need to remunerate teachers for time spent in development was alluded to frequently in the report.

Recommendations based on teacher responses tended to focus on ways to increase the quantity and specificity of information for supplementing and promoting professional development.

Staff Development Plans

In the following summary, Ms. Finn outlines ACTWU's plans and methods for staff development for the coming year.

"Our staff development plans for 1989-90 will focus on: 1) increased opportunities for teachers to learn from and teach each other in a variety of settings; 2) renewed efforts to make important connections between native language and E.S.L. teachers; 3) utilizing outside experts to facilitate and inform our work.

Following are some of the ways we plan to organize the ACTWU staff development plan:

1. Team teaching projects - 2 Spanish literacy classes, 2 Spanish G.E.D. classes, 6 E.S.L. classes.
2. Teachers observing teachers - During the month of November the curriculum coordinator will substitute 1 class for each teacher, allowing the teacher to visit 2 classes taught by colleagues.

3. Mentor coaching - 3 primary teachers will be designated as mentor coaches for incoming teachers with less experience. These mentors will be available to new teachers for discussions and suggestions as well as other help requested by new teachers.
4. Teachers' sharing groups - Teachers of the same subject area and level will meet once every four weeks to exchange ideas, problem solve and discuss student needs. This will be paid for at the rate of $10.00 per hour. (These groups have the possibility of later producing curriculum projects.)
5. Initial day-long teacher meeting (September 1989) - To consist of teacher orientation and training. Lunch will be paid by ACTWU.
6. Guest speakers at workshops."

Summary Comments

Quantative and qualitative data have been presented to document program gains in all three major components of the education process. An important outcome regarding evaluation has been the creation of a post-E.S.L. test and the development of a formal system of pre-and-post testing to measure learning. In addition to the student gains indicated by a comparison of pre-and-post scores, qualitative information documents the effectiveness of the student delegate system, an important vehicle for promoting individual and collective growth, an essential program goal.

The consumation of resource curriculum guides represents a major curriculum achievement, the culmination of several years of work based on the synthesis of input from students, teachers and staff administrators.

The impressive growth in the program described in this report demonstrates the effectiveness of dedication and commitment on the part of students, teachers and staff administrators working collectively to achieve program ideals.

CASE STUDY #2

THE COMPUTER APPLICATIONS PROGRAM

Introduction

This evaluation of the Computer Applications Program is based on interviews with the Program Coordinator, Gail Cueto, teachers, students, site visits, and the results of quantitative and qualitative measures.

The general goal of the course is to introduce computer applications through an overview of computer terminology, hardware/software concepts, and issues through lecture and hands-on-experience. The program addresses a changing definition of literacy wrought by the languge requirements of high technology. It offers an opportunity for retooling literacy skills to meet these demands. Students in this program view computer applications as an opportunity for upward mobility and wish to position themselves for promotional opportunities. They are full-time workers who are future oriented and view high technology as a new frontier. The program was offered to students in all unions in the Workplace Literacy Program, with no pre-requisites required. Students did not even have to be fluent in English to take the course.

Program Description

Classes and Recruitment

Students were recruited by announcements, flyers, and word-of-mouth. Classes began in October 1988 and ended June 1989. There were three ten-week cycles, the first lasting from October 1988 to January 1989; the second from January 1989 to April 1989; the third from April 1989 through June 1989. Each cycle consisted of six classes. The course was offered at two New York City sites, Korean Manpower Development headquarters and Intermediate School 70. Classes met one evening a week for three hours.

Student Demographics

The enrollment total for the three cycles was 191 students, most of whom were women. They had diverse ethnic backgrounds and ranged in age from the early twenties to mid-fifties. Most of them were family oriented and had at least a high school education.

Program Goals

The following goals were presented to teachers as general guidelines; teachers were encouraged to be flexible in adapting instruction to meet the specific needs of classes:

Objectives

Students should be able to:

- attain a conceptual understanding of the component parts of a computer system and how they interact.
- understand and use common computer terminology correctly.
- conceptually understand what computer software is and how it is used.
- recognize and understand the concepts of word processing, spreadsheet, and data base.
- discuss and understand some of the social and workplace issues brought about by the advent of computers into society.

Competencies

1. Operating a computer:
    - knows the functions of components of the system being used and of micro-computers in general
    - can use the keyboard
    - can use micro-computer peripherals (disk drive, monitor, printer, etc.) as needed
    - can perform disk/file management tasks
    - knows major functions of operating system
    - knows about care and maintenance of micro-computers
2. Operating Software
    - can enter and exit programs
    - can respond to menus and program control prompts
3. Discussing computer terminology and issues
    - can participate and contribute to discussions about basic computer technology
    - can identify, select and put together a computer hardware system for specific purposes

- can identify, select and purchase a variety of software

Instruction

Although the goals of the instructors may vary to meet the needs of the diverse student make-up, there is a uniform effort to create a learning environment so that:

- learners feel a need to learn
- learners perceive the goals of a learning experiencee to be their goals
- learners participate actively in the learning process
- learners accept a share of the responsibility for planning and operating a learning experience, and therefore have a commitment toward it
- learners have a sense of progress towards their goals

There exists:

- physical comfort
- mutual trust and respect
- freedom of expression
- acceptance of differences

The general instructional approach for each session consisted of a lecture and discussion period followed by a hands-on-laboratory in which the students had the opportunity to apply principles of the lecture. The introductory sessions focused on learning fundamental procedures for operating an IBM compatible computer and its peripherals, including keyboard, monitor, disk drive, and printer. Students learned basic commands required for information storage, retrieval, and printing. During the following sessions, popular types of business application software were introduced, including word processing, spreadsheets, and data base. At the students' request, considerable time was spent on developing word processing skills. The business application software used was Shareware material (PC Write, PC File and Express Calc).

Other class topics included selection criteria for buying hardware and software, information resources, and social and workplace issues resulting from high technology. Writing skills were part of the competencies developed. To learn fundamental computer operations, students used exercises ranging from formal business letters to creative poetry.

Course measures to monitor student performance were the responsibility of each teacher. In general, the principal index of performance was the student's application of hardware and software concepts during the hands-on period of each session. The laboratory component of each session gave the teachers an opportunity to observe and interact with individual students. Special projects were often assigned as measures of performance. A typical assignment described by one of the teachers was to summarize an article from a computer magazine for homework and then use the word processor toprint it. Sometimes a project required group participation. In one class, a spread sheet for calculating net income based on changing deduction rates, was the basis for group activity. Each student was responsible for a record or field entry, e.g., gross income, F.I.C.A., local taxes. Such projects not only allowed the teachers to evaluate concept application, but was a source of interest and enjoyment because of its immediate relevance. Frequent quizzes were also a means of monitoring progress.

Evaluation

This section describes the data documenting the program's effects. A number of different instruments were used to assess impact including pre-and-post objective tests, self-report questionnaires, student reaction sheets and comments, teacher observations, course records, and interviews with staff and students. Testing was not formalized until the April cycle. Consequently data from all the classes are not available.

Pre-Post Tests

The pre-post-tests were group administered, objective instruments measuring course content. They were the same forms, consisting of ten multiple-choice items with four options, and ten true/false questions. The purpose of the pre-test results was to develop a class profile for placement purposes and for comparison with post-test results to assess student learning for future planning.

The following is an example of a test item:

Each of the following are primary components of computer hardware except: a. Central processing unit, b. Control section, c. Input/output section, d. Interconnecting bus

Results

The results of pre-post testing (scores were expressed as a percentage of correct responses) for students taking both are as follows: N = 61; Mean Pre-test: 28; Mean Post-test: 82; Mean Gain: 54.

Student Reaction Measures

Several instruments were used to measure student perception of the course's impact: These were: Self-Report Questionnaire, Student Instructional Report, written reactions and oral comments based on interviews.

Self-Report Questionnaire. A forced choice rating sheet was adapted from the program-wide Self-Report Questionnaire described in Section II of this report. The purpose of this instrument was to determine whether the course had an impact on job mobility and aspirations. Questionnaire items were as follows.

1. Since the start of class, have you been promoted at work or received more money?
2. Since the start of class, have you been promised a promotion or have you been given these responsibilities?
3. Has taking this class helped you keep your job?
4. Since class began, have you taken a new job?
5. Has this class helped you get a certificate, diploma, or fulfill requirements for a job or a promotion? For example, you may have received a G.E.D., citizenship, become certified for a job, or passed examination for a higher job.
6. Do you plan to enroll in any new course to learn more about a particular job?
7. Do you plan to enroll in computer class, workplace technology or a related course?
8. Would you recommend this program to others?

The following table lists the frequency and percentage of "Yes" and "NO" responses for each item.

TABLE 3.1

The Computer Applications Program,

Responses to Specific Items on Self Report Questionnaire

ITEM	N	%YES
1. promotion, more money	37	3
2. promise of promotion	37	11
3. job retention	36	25
4. taken new job	37	5
5. certificate, diploma	36	17
6. enroll course for job	37	97
7. another computer class	38	100
8. recommend program	38	100

Results

A. Job Impact (Items 1-4)

  1. A Total of 3% were promoted, 11% were promised promotion, and 25% retained their job as a result of the class.
  2. Five percent took a new job since the start of class.

B. Educational Impact (items 5-7)

  1. Seventeen percent said they received some degree or certificate since the start of class.
  2. Ninety-seven percent intended to enroll in a job related course.
  3. One-hundred percent intend to enroll in some technological course.

C. Course Satisfaction.

  1. One-hundred percent would recommend the class to others.

Student Instructional Report The students were asked to respond to statements using the following scale: 4 - strongly agree; 3 - agree; 2 - disagree; 1 - strongly disagree. The items are listed below:

1. The teacher's objectives for the course were clear.
2. The teacher was well prepared for each class.
3. The instructor seemed to know when students didn't understand the material.
4. The instructor encouraged students to think for themselves.
5. My interest in the subject area has been stimulated by this course.
6. The teacher used class time well.
7. In this class I felt free to ask questions or express my opinion.
8. Overall I would rate the quality of the course:

Results. The following table describes responses for specific items.

TABLE 3.2

The Computer Appplications Program

Responses to Specific Items in Self-Report Questionnaire

Item	Strongly agree		Agree		Disagree		Strongly disagree		Total
	N	%	N	%	N	%	N	%	N
1. teacher's objectives clear	23	62	14	38	0	0	0	0	37
2. teacher well prepared	20	54	16	43	0	0	1	3	37
3. understood student needs	24	65	12	32	0	0	1	3	37
4. students think for themselves	20	56	13	36	3	8	0	0	36
5. stimulation of interest	23	61	15	39	0	0	0	0	38
6. use of class time	26	70	11	30	0	0	0	0	37
7. ask questions, express opinions	27	71	11	29	0	0	0	0	38
MEAN		63		35		1		1	

	Excellent		Good		Fair	
8. quality of course	20	53	14	37	4	10

Results

1. Overall course rating - 53% rated the course Excellent, 37% Good, and 10% Fair.
2. The mean percent for agreement and strong agreement with all positive statements about the instructor was 98%.
3. The mode was 63% in the "strongly agree" category.

Student Comments. Written and oral comments were solicited regarding course reaction. Students were asked to write about gains from the course, usefulness of information for current or future job, ways to improve the program, and interest in future courses.

A. Summary of Written Reactions (19 respondents):

1. Course gain. All respondents mentioned computer information as a course gain.
2. Usefulness of information for job. Fourteen students felt that the information would be useful for future employment; five said that it was helpful in their current job.

3. Suggestions for course program. Most of the students felt that the course should be extended so that sessions are more than once a week and over a longer period of time. There were several comments related to job placement and requests for books and materials.
4. Interest in future courses. All the respondents expressed interest in enrolling in future courses.

B. Case History. The following relates the course impact on E., one of the students.

E., a 54-year old student, migrated to the United States from her native Jamaica when she was in her late teens. Although she had attended school there, she did not complete high school. Her family, faced with economic problems and unemployment, decided to join relatives already in New York.

Very soon after she arrived, she married and began to rear a family of two sons and a daughter. When her children were of school age, she began to work as an orderly in a large New York City hospital. She feels her lucky break came when a friend recommended her for a job as a data-entry clerk. The typing skills she had learned in school were finally put to use.

During this time, she went back to school through her union program and was able to pass the examination for her G.E.D. She reflects on that as one of her great accomplishments of which she, her husband and children are very proud. She was already fifty years old when this happened.

Through some of her co-workers, E. learned about the computer classes offered by the Consortium and about the waiting list. "I never really thought they'd call me." She attended the basic computer literacy course from September to February and received a certificate, "just in time" as she likes to put it. At her workplace, new computers were being installed. The student stated, "I knew more than my supervisor. "Now, when her supervisor is out, she is in charge. Her employer has offered to continue training her in this area and she is delighted. Even though some of her responsibilities still involve data entry, she has expanded and upgraded her skills and is moving into new areas. "I really enjoy what I am doing now and I feel that people at work recognize that I can do more than type. At my age I never thought that I could learn any more and now I'm getting ready to learn more. I'm really loving it."

Summary of Oral Comments

1. Attitude. An effect of the course mentioned by many students was a more positive self-image and increased confidence. They spoke about how the class had inspired them to pursue personal ambitions and many of them saw themselves in managerial and administrative positions in the near future. The teachers also commented about the change in attitude which affected class participation. She noted that since the beginning of class, the passive "here I am, what can you do for me" attitude had changed to one that was active and eager to share in mutual participation.
2. Job. A woman who works as an executive secretary said that because of the course, she has become the chief back-up to the head of the data processing department. She intends to take advanced courses at New York University.
3. Family Relations. Students spoke about the course's positive effect on family. One woman said that because she had become familiar with computer terminology she had suddenly grown in the eyes of her teen-age son, who is very interested in high technology. They have grown closer because they have something in common to discuss. Moreover, he is impressed by her desire to continue learning. Another woman said that she expected to use her new learning to help her husband set up his own business.
4. Literacy Skills. Frequent mention was made about improvement in writing skills because of exposure to word processing. Many of the students felt that appreciable gains had been made in spelling and editing. Others said that it was generally easier to write and that they were writing more for personal reasons. The teacher also observed the improvement in writing skills, particularly in editing ability. Several students commented about how they were reading more, especially materials related to computers.

Records. Information from records used to document the program's impact are in regard to expansion, list of applicants and attendance/retention.

Expansion. Since the program began in early 1988, it has expanded from two classes a cycle to six.

Applicants. In September 1988, approximately 400 students applied for the Fall course, almost four times as many as the program could accommodate.

Attendance/retention. The enrollment total for the beginning of the cycles was 238 students. To maintain enrollment status, the students are allowed no more than three absences.

The number successfully completing the course was 155. Each student was awarded a certificate to document success. The rate of retention based on a ratio of end enrollment to beginning (155/238) was 65%. This exceeds the 60% rate cited by the U.S. Department of Education for this type of program.[*]

Staff Observations. Staff observations as well as the oral and written reactions of the students indicate the need for an increase in both number and type of course offerings. Ms. Cueto, the Program Coordinator, is exploring other sites for program expansion. Advanced courses in word processing, spreadsheets, and data base, are being planned. Important factors in site planning are monetary considerations for appropriate hardware and software. For the courses to have relevant applications, the skills taught in the classroom need to be applicable to the most popular business hardware and software.

Summary Comments

Although the program is not yet two years old, the quantitative and qualitative data generated thus far indicate substantial and wide-spread impact. Not only have there been tangible effects on job, education and family relations, but the program has motivated and inspired confidence for self fulfillment. The almost unanimous request by the students for longer and more advanced courses effectively documents perception of positive impact on the part of students.

Although the focus was on special skills underlying a literacy defined by high technology, it also affected competencies related to the traditional interpretation of literacy, particularly those of written formulation. Ms. Cueto and her staff have made important contributions in building a literacy bridge into the new high tech job environment.

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[*] U.S. Department of Education, Office of Vocational and Adult Education. Adult Education Program Statistics, Adult Education Act, Public Law 91-230, as amended, State-Administered Program, fiscal year 1981. Washington, D.C., 1983.

CASE STUDY #3
HOME CARE INSTITUTE
AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL WORKERS' UNION, DISTRICT COUNCIL 1707
DRUG, HOSPITAL AND HEALTH CARE EMPLOYEES' UNION, LOCAL 1199

Introduction

Information for this report is based on interviews with Ms. Yolanda Nelson, the Program Director, her staff, and quantitative and qualitative measures of program impact.

The main purpose of the Home Care Institute is to train and certify health care workers in the field of Home Care. It meets the needs of students who stand on the lowest rung of the economic survival ladder. To keep their jobs or to enter the home care field, they must be certified within a specified time. A majority of the students are women who originate from Haiti and other places in the Caribbean and are between 40 and 50 years of age. A typical student is a woman who has left school between age 13 and 15 with an education no higher than tenth grade and whose English is limited. As the single-head-of-household, with three to five children, she is the sole breadwinner and must work hard to sustain her family. If she is from the Caribbean, her family more than likely has been left behind and she is trying to save money to bring her children here. It is difficult to meet basic necessities, much less to save money since her hourly pay is not more than $5.25. Because she is proud and determined not to seek public assistance, she may take on more than one job, often working a seven-day week. This is especially hard since she gets paid only for 12 hours, even though she must often stay on the job for 24. Nevertheless, she is willing to work long hours to bring her children to this country. The nature of her job and the long hours limit her social contacts so that she may often feel isolated and lonely. Her limited education and skills have ill-prepared her for the pressures of economic survival. Moreover, she is unaware of the information resources that could help her cope. Her footing, even on this bottom rung of the survival ladder is precarious.

It is within the context of these needs that the Home Care Institute has evolved. It began in February 1988 in response to a survey of home care workers which highlighted areas needing improvement. Although there were preparatory certification examinations for mandatory New York State certification, many experienced home care workers were unable to pass the written tests. The average 2-day to 1-week course sponsored by different agencies were too abbreviated to address the needs of these workers. Consequently, the Home Care Institute established a 2-week program designed to prepare workers not only for the technical content covered in the examinations, but also for basic literacy skills underlying test-taking in general. As the program has evolved, it has attempted to meet needs broader than those related to job issues only. Because the home care field is a career cul-de-sac, the program is attempting to lay the groundwork for professional development by providing information on educational courses that will advance careers and by motivating students to enroll in them. It also sees itself as a support network through which students and former students gain information on broad issues and receive counseling for personal and family problems. Moreover, for many students it has become a means of social contact where friendships are made through a common sharing of problems, experiences, and goals.

Program Description

Classes and Recruitment

Students are union members who are recruited through home care employment agencies, union notices, flyers, local newspapers, and by recommendations of former students. This year's program, which ran from October 3, 1988 to June 23, 1989, consisted of thirteen 2-week cycles. These classes met five days a week from 9:00 a.m. to 5:00 p.m. at the Voorhees Technical High School in New York City.

Student Demographics

The total enrollment for the thirteen cycles was 284 students, approximately 95% women. The ethnic make-up was approximately 54% Haitian, 29% Hispanic, 14% Black Americans, and the rest White Americans and other minorities. The age range was between 18 and 75, with the majority of students in the forties.

Program Goals

The broad goals of the program and method of approach is as follows:

- To train and certify new and experienced home care workers through technical and literacy instruction.

- To provide educational career counseling and to promote educational values. The program seeks to accomplish this by motivating the students to continue their education by developing awarness of the various opportunities available to them through the sponsoring union.

- To charge each student with responsibility for learning through active participation and classroom input. Rather than passively memorize facts, students are requested to critique and dissect materials, to participate in class discussions and small group work, to prepare and to teach sections of the reading material to the rest of the class.
- To introduce study skills, including paragraph skimming, distinguishing main ideas and supporting details, utilizing materials found in the reading as study guides, e.g., introductions, summaries, questions.
- To introduce test taking techniques including elimination of options, recognition of trick words, following directions, and pacing oneself to minimize strain and anxiety.
- To promote a sense of confidence by valuing the student as an individual despite any previous academic failures.

Instruction

The classes consist of a literacy and technical component taught by a staff of four, one literacy teacher and three home care training teachers. The literacy component meets daily from 9:00 a.m. to 11:00 a.m. Goals are modified to meet the literacy needs of the particular class make-up. During the 2-week period twelve modules on home care are covered. The format of each consists of an introduction of topics and their relationship to each other, an overview of objectives, an opening activity designed to arouse interest and stimulate awareness of the topic, application activities provoking an in-depth exchange between students, and a lesson summary. During the class, vocabulary lists and information sheets containing job reference materials are reviewed. The following is a list of the modules:

Module I: Introduction to Home Care
Module II: Working Effectively with Home Care Clients
Module III: Working with the Elderly
Module IV: Working with Children
Module V: Working with the Mentally Ill
Module VI: Working with the Developmentally Disabled
Module VII: Working with the Physically Disabled
Module VIII: Food, Nutrition, and Meal Preparation
Module IX: Family Spending and Budgeting
Module X: Care of the Home and Personal Belongings

Module XI: Home Safety and Accident Prevention
Module XII: Personal Care

According to Ms. Nelson, although the subject matter is health related and includes technical concepts, a significant portion of the program can be incorporated into workplace literacy instruction because:

1. Modules are narratives which develop literacy skills through:
   - anecdotes from personal experiences of the home care worker
   - problem solving situations
   - discussion of job related issues.
2. Technical knowledge required is minimal and involves common sense and actual experiences on the job.
3. Modules contain issues which lend themselves to broader applications beyond the specific job context. For example, Module II (Working Effectively with Home Care Clients) helps the students develop general communication skills as it teaches practical knowledge and the necessary communication skills for understanding and working effectively with clients in their homes.

Evaluation

The effects of the program described in this section are based upon both quantitative and qualitative measures. These include pre-and-post tests, module certification examinations, self-report questionnaires, student program evaluation, student written comments, staff observations, and program records. Because the development of evaluation procedures was evolving throughout the year, data for all the cycles are not available.

Pre-Post Test

The locally designed pre-test, which is individually administered during the intake session, is an objective paper-pencil instrument consisting of 15 items. The applicant may take it in English, Spanish, or French. It measures technical home care knowledge and reading comprehension, and also functions as a placement tool for classroom grouping. The score is used as a basis for tailoring literacy goals and approaches to the needs of the class. The 15-

item test consists of 11 True/False and 3 multiple-choice questions, and one question requiring computation. The following is an example of an item:

Your client Mrs. Smith has to take heart medication. The directions on the label say to take 2 tablets 3 times a day. How many tablets will she take in one day?

A. 4 tablets B. 6 tablets C. 8 tablets

This test is also given as a post-test so that results can be compared with those of the pre-test. The table below lists the results by cycle. The cycles covered in this evaluation begin with No. 9.

Table 3.3
Home Care Institute
Pre-Post Test Results

Cycle	N (Both Tests)	Test Means Percent Correct Pre	Test Means Percent Correct Post
9	19	75	84
10	13	73	83
11	22	77	88
12	19	81	89
13	13	78	82
15	19	81	93
17	14	82	92
19	15	87	93
20	16	84	94
21	22	76	87
Total:	170*		
Total Mean:		79	89
Mean Post Test Gain: 10			

*The total end of course registration was 147 for these ten cycles.

Results

1. There were post-test gains for each cycle.
2. The total mean gain was 10 percentage points.

Module Certification Examination

These consisted of daily objective examinations and performance evaluations for the module studied. The paper-pencil test was true-false and multiple choice items based on New York State Department of Social Services' Home Care Curriculum. Performance evaluations were hands-on health care tests set by the Home Care curriculum. Students were judged by their performance on tasks, such as bed making, making a bed with someone in it, giving bed baths, washing hands, brushing teeth, caring for dentures, transferring someone from a wheel chair to a bed, from a bed to a wheel chair.

Results. The total program enrollment based on the number of students beginning each cycle was 284. Of these students, 247 were registered at the end and were successfully certified.

Student Reaction Measures

The instruments used to measure student perception of the course included: self-report questionnaire, program evaluation, written comments.

Student Self-Report Questionnaire.

The program adapted the program-wide Self-Report Questionnaire described in Section II of this report. The adapted questionnaire consisted of 42 items measuring student perception of improvement in four areas: Section 1, Literacy Skills (items 1-11); Section 2, Knowledge (items 12-23); Section 3, Attitudes (items 24-34); Section 4, Job and Education, and Course Satisfaction (items 35-42). The students rated improvement/change for items of the first three sections by using a 4-point scale of amount of improvement (none, little, medium, a lot). The items for job and education required a Yes or No response. The table below indicates the items, response frequency, and frequency response percentage for each category. The total number of respondents was 16.

Questionnaire items were as follows:

Section 1: This section has to do with the amount of improvement you have made since starting this class. The questions are about reading, writing, and understanding.

1. Since class began has your reading improved? For example, is it easier for you to read manuals, memos, bulletin boards, work schedules, or directions?
2. Have you improved in reading signs or directions on the street, subway, bus, train, in stores, supermarkets, drug stores, or banks?

3. Have you improved in reading tags or labels on food containers, medicine bottles, clothing, or other things with tags or labels?

4. Are you now more interested in reading magazines, newspapers or books?

5. Has there been any improvement in reading restaurant menus, phone books, calendars, bus or train schedules?

6. Since class began, have you improved in filling out forms, writing memos, or telephone messages?

7. Have you improved in filling out forms for jobs, insurance, health, banks, money, licenses, school, church, or taxes?

8. Have you improved in writing personal letters, letters of complaint, letters to answer help wanted ads, notes or cards?

9. Have you improved in understanding (English) conversation on the radio, TV, or when strangers speak to you?

10. Has your (English) talking improved? For example, is it easier for you to ask questions when you don't understand?

11. Have you improved in speaking (English) to your family or friends?

Section 2. This section has to do with yourself or your family.

12. Since the class began do you know more about issues such as health care, child care, drug abuse, sexual abuse, battered women, housing, or education?

13. Do you now know more about places to go for help for job placement, general complaints, legal matters, money, health, education?

14. Are you now able to do more things with you family, like read to your children or help them with homework, or discuss family matters?

15. Since class began do you know more about working with the elderly?

16. Since class began do you know more about working with children?

17. Since class began do you know more about working with the mentally retarded?

18. Since class began do you know more about working with the mentally ill?

19. Since class began do you know more about working with the physically disabled?

20. Since class began do you know more about home management?

21. Since class began do you know more about budgeting and spending?

22. Since class began do you know more about home safety and accident prevention?

23. Since class began do you know more about providing personal care?

Section 3. This section has questions that have to do with how this class has affected your confidence, hopes, and feelings.

24. Do you feel more confident when you read (English)?

25. Do you feel more confident when you write (English)?

26. Do you feel more confident when you speak (English)?

27. Do you feel more confident about understanding people when they speak (English)?

28. Do you feel more confident about looking for a better job?

29. Are you more interested in or more active in union activities?

30. Do you have more hope of someday getting a better job?

31. Do you have more hope of someday getting a G.E.D., college degree, or certificate for completing your education?

32. Do you like your class better than when you first began attending?

33. Is it easier to come to class regularly than when you first began attending?

34. Does your family show more support for your taking this class than when you first began attending?

Section 4. This section asks you about your job and education.

35. Has this class helped you improve your test taking skills?

36. Did taking this training program help you become better prepared to do your job?

37. Has taking this class helped you keep your job?

38. Did taking this training teach you about things you didn't know before?

39. Has this class helped you get a certificate, diploma, fulfill requirements for a job? For example, you may have received a G.E.D., citizenship, or become certified for a job?

40. Do you plan to enroll in any new course to learn more about a particular job?

41. Do you plan to enroll in a course such as G.E.D., E.S.L., or Basic Education?

42. Would you recommend this program to others?

TABLE 3.4

Home Care Institute

Responses to Specific Items in Self-Report Questionnaire

Home Care Institute

	ITEM	NONE		LITTLE		MEDIUM		A LOT		TOTAL
	SECTION 1	N	%	N	%	N	%	N	%	N
1.	reading at work	1	6.6	3	20.0	4	26.6	7	46.6	15
2.	reading signs and directions	3	18.7	0	0	1	6.2	12	75.0	16
3.	reading tags or labels	1	6.2	1	6.2	3	18.7	11	68.7	16
4.	interest in reading	2	12.5	2	12.5	4	25.0	8	50.0	16
5.	reading menus, phone books	8	53.3	2	13.3	0	0	5	33.3	15
6.	filling out forms, memos	6	40.0	3	20.0	2	13.3	4	26.6	15
7.	forms for jobs	7	46.6	5	33.3	2	13.3	1	6.6	15
8.	writing personal letters	9	60.0	1	6.6	5	33.3	0	0	15
9.	understanding conversation	6	40.0	1	6.6	3	20.0	5	33.3	15
10.	improvement in talking	1	7.0	1	7.0	4	28.5	8	57.1	14
11.	speaking English	1	7.0	1	7.0	3	21.4	9	64.2	14
	TOTAL:	**45**		**20**		**31**		**70**		**166**
	MEAN %:		**27**		**12**		**19**		**42**	

	ITEM	NONE		LITTLE		MEDIUM		A LOT		TOTAL
	SECTION 2	N	%	N	%	N	%	N	%	N
12.	knowledge of health care	0	0	1	6.2	4	25	11	68.7	16
13.	where to go for help	0	0	2	12.5	6	37.5	8	50.0	16
14.	activities with family	1	6.2	2	12.5	5	31.2	8	50	16
15.	working with elderly	0	0	1	6.2	4	25	11	68.7	16
16.	working with children	1	6.2	0	0	2	12.5	13	81.2	16
17.	working with mentally retarded	0	0	0	0	2	12.5	14	87.5	16
18.	working with mentally ill	0	0	1	6.2	1	6.2	14	87.5	16
19.	working with physically disabled	0	0	0	0	3	18.8	13	81.2	16
20.	knowledge of home management	0		2	12.5	6	37.5	8	50	16
21.	budgeting and spending	0		1	6.2	4	25	11	68.7	16
22.	home safety, accident prevention	0		1	6.6	2	13.3	12	80	15
23.	providing personal care	0		0		2	12.5	14	87.5	16
	TOTAL:	**2**		**11**		**41**		**137**		**191**
	MEAN %:		**1**		**6**		**21**		**72**	

ITEM	NONE		LITTLE		MEDIUM		A LOT		TOTAL
SECTION 3	N	%	N	%	N	%	N	%	N
24. confidence reading	1	6.2	3	18.7	2	12.5	10	62.5	16
25. confidence writing	2	12.5	2	12.5	2	12.5	10	62.5	16
26. confidence speaking	1	6.2	2	12.5	5	31.2	8	50	16
27. confidence understanding	1	6.2	2	12.5	5	31.2	8	50	16
28. look for better job	1	6.2	0		4	25	11	68.7	16
29. interest in union activities	0		0		4	25	12	75	16
30. hope of better job	0		0		2	12.5	14	87.5	16
31. hope of G.E.D., college degree	0		0		2	12.5	14	87.5	16
32. like class better	0		0		3	18.8	13	81.2	16
33. attend regularly	1	6.2	3	18.8	2	12.5	10	62.5	16
34. family support	0		2	12.5	2	12.5	12	75	16
TOTAL:	**7**		**14**		**33**		**122**		**176**
MEAN %:		**4**		**8**		**19**		**69**	

ITEM	YES		NO		TOTAL
SECTION 4	N	%	N	%	N
35. test taking skills	16	100	0		16
36. better prepared for job	16	100	0		16
37. job retention	7	43.7	9	56.2	16
38. new information	16	100	0		16
39. certificate, diploma	16	100	0		16
40. enroll course for job	13	81.2	3	18.8	16
41. enroll G.E.D., course	12	75	4	25	16
42 recommend program	16	100	0		16
TOTAL:	**112**		**16**		**128**
MEAN %:		**88**		**12**	

Results:

A. Section 1, Literacy Skills, consisted of 11 items measuring improvement in reading, writing, understanding, and speaking English.

The mean frequency response percentage for the total section by rating category of improvement was: None: 27% Little: 12% Medium: A lot: 42%

2. Reading improvement (items 1-5)

   The mode for these items was item 2 (reading signs/directions) 75% a lot of improvement

3. Writing improvement (items 6-8)

   The mode for these items was item 8 (personal writing) 33% medium improvement

4. Oral language improvement (items 9-11)

   The mode for these items was item 11 (speaking English to family or friends) 64% a lot of improvement

B. Section 2, Knowledge, consisted of 12 items (12-23) which measured general and specific information gained since the start of class.

1. The mean frequency responses percentage for the total section by rating category of gain was: None: 1% Little: 6% Medium: A lot: 72%
2. Specific job information (items 15-23) gain

   The modes were item 17, 18, 23 (information regarding mentally retardation, mentally ill and personal care) 88% a lot of improvement.

3. General information (items 12-14)

   The mode was item 12 (public issues) 69% a lot of improvement

C. Section 3, Attitudes (items 24-34)

1. The mean frequency response percentage for this total section by improvement category was: None: 4% Little: 8% Medium: A lot: 69%
2. The modes were items 30-31 (hope of better job, advanced education) 88% a lot of improvement.

D. Section 4, Job and Education Impact (items 35-41)

1. Job.

a. 100% of the respondents answered yes to items 35, 36, 38, and 39. These were directly related to the program's objectives (test taking skills, job preparation, training, certification).

b. 44% indicated that the course had helped job retention

2. Education.

a. 81% plan to enroll in a job related course

b. 75% plan to enroll in general education course

F. Course Satisfaction (item 42)

100% would recommend the course to others.

G. Overall findings

1. Comparison of sections. The following table compares results by section listing the frequency response percentage for each category of improvement:

TABLE 3.5
Home Care Institute
Frequency Response Percentage by Category
of Improvement on Self-Report Questionnaire

Section	None	Little	Medium	A lot	Total Positive Change
	%	%	%	%	%
2-Knowledge	1	6	21	72	99
3-Attitudes	4	8	19	69	96
1-Literacy	27	12	19	42	73

2. Rank order of sections. As indicated above, the order of areas perceived as being improved by the most respondents was knowledge (99%), attitudes (96%), literacy skills (73%).

3. The mode for each of the three sections was in the "A Lot" category of improvement which had the highest frequency.

4. Responses for items measuring skill improvement indicate general as well as job specific improvement.

5. All the respondents indicated course satisfication.

Program Evaluation

In a 5-item reaction sheet (see Appendix VI for an example), students were requested to rate: 1. the usefulness of the course information; 2. the interest in the presentation. A 5-point scale (1-not at all; 2, 3-somewhat; 4, 5-extremely) was used. The three remaining questions requested comments regarding what was liked the most, what changes were desired, and interest in further education. There were 16 respondents.

Results:

1. Fifteen students (94%) found the information extremely useful, 1 student (6%) somewhat useful.
2. Thirteen students (81%) found the presentation extremely interesting, 2 (13%) between somewhat and extremely, 1 (6%) somewhat interesting.
3. Liked most. The most frequent comment made was praise for the quality and character of the staff.
4. Change. Suggestions for change included requests for keeping course manuals, better school facilities, e.g., snack bar, shorter daily classes.
5. Further education. Of the 14 respondents who answered this, 12 (86%) indicated they planned to further their education.

Student Written Comments

Letters written to the staff document the program's impact not only in regarding to job training and knowledge, but also in promoting educational goals and respect for self and others. Appreciation for the sensitivity and guidance of the staff was frequently expressed. Two examples of student submissions typifying course reaction may be found in Section IV of this evaluation report.

Course Records

Records used to document the program's impact are: attendance/retention rate, certification, and follow-up information regarding employment.

- Attendance. There were 284 students in thirteen cycles who were enrolled at the beginning of the cycles. The total registration at the end of the cycles was 247. The rate of retention based on the number registered divided by the number enrolled was: 247/284 = 87%
  This retention rate far exceeds the 60% rated cited by the U.S. Dept. of Education for this type of program.*

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*U.S. Department of Education, Office of Vocational and Adult Education. Adult Education Program Statistics, Adult Education Act, Public Law 91-230, as amended, State-Administered Program, fiscal year 1981. Washington, D.C., 1983.

- o Certification. There were 247 students who successfully attained certification.
- o Employment. Follow-up information, although incomplete, indicated that 156 graduates were employed compared with 81 employed before taking the program. Employment as a result of the course has almost doubled.

Staff Observations

Observations made by the staff provide additional evidence for program impact on human growth in respect for self and others. The heterogeneous make-up of the class provided opportunities for the teachers to encourage a respect for individual differences which students reported as an important program gain.

Ms. Nelson considers the functioning of the program as a support network to be an important program outcome. With increasing frequency former students requested information and counseling for educational, job, family and personal matters. The class is also a basis for making friends. Former students often request phone numbers of classmates to maintain social contact. At other times someone may call just to say "hello." Because Ms. Nelson and her staff make a special effort to discuss with each student plans for further personal growth, she sees the role of the program as a support network becoming more important with each phone call. She would like to see this aspect of the program expanded so that it can act as a comprehensive resource and information center, providing reference materials and manuals. The need expressed by students to possess their own manuals reflects a conscientious concern to fulfill professional responsibilities. However, monetary limitations restrict program functions and have prevented the materialization of plans to use video tapes in class demonstrations. Because the program is dependent upon several public sources for funding, its existence at times seems almost as uncertain as the lives it serves. A postponement of a recent cycle because of a delay in the release of funds was demoralizing to both staff and students.

Summary Comments

The quantitative and qualitative results of this evaluation document the many accomplishments of the program. Both job specific and general objectives have been attained. Students have been successfully trained and certified. Follow-up information, though incomplete, indicates that the percentage of individuals employed since taking the course has approximately doubled. The success of the program's broad goals in regard to promoting educational values and building respect for self and others, is evidenced by the reactions of the students as well as by staff observations. Although the duration of the course is only two weeks, students reported that they saw improvement in basic literacy skills.

In addition to impact directly related to objectives, the program has accomplished much in the way of formalizing evaluation so that it can provide feedback necessary for continual growth and effectiveness. The instruments used to evaluate the program were created this year. The many accomplishments speak well for the professional work and dedication of Ms. Nelson and her staff.

CASE STUDY #4
INTERNATIONAL LADIES GARMENT WORKERS UNION
LITERACY AND SPECIFIC SKILLS PROGRAM

Introduction

This report is based on information provided by Tracy Gross, the union's literacy director, Deidre Freeman, curriculum developer, teachers, students and site visits.

The Literacy and Specific Skills Program offered by the International Ladies Garment Workers Union (ILGWU) includes classes in basic sewing, cutting, grading, draping, pattern making, special machines, sample room techniques and machine repair, each with a literacy component. As part of the union's Worker Family Education Program, it addresses workers' needs for basic literacy and for skills relevant to job acquisition, retention and promotion. The program serves mostly female workers, who are non-English speaking. The majority are Spanish speaking, with a small percentage of Chinese. Although many of the students are employed and earn more than the minimum wage, the incentive for attending class is to learn English and to acquire new skills for job upgrading. This literacy and special skills program, therefore, addresses a target group preparing for the next step on the economic ladder.

Program Description

Classes and Recruitment

The 1988-1989 program consisted of two semesters. The first semester lasted from October 1988 to January 1989, and the second semester from February until June 1989. Altogether, 33 classes were held at the High School of Fashion and Industry in New York City. They met two evenings a week for 3-hours each session. Students wre recruited through union flyers, newspapers, meetings, and by word of mouth. There were no entry requirements other than union membership.

Student Demographics

The students ranged in age from approxmimately the mid-20's to the mid-50's. Schooling was also varied, ranging from the 8th grade through college in their native lands. Most of the women were married with two or more children. The number of students enrolled for the two semesters was 878.

Program Goals

The focus of literacy instruction was to develop the requisite communication skills for effective job performance. This included not only understanding technical terminology and concepts underlying the specific jobs, but the ability to express them. A secondary goal was to use work related themes as the bases for integrated holistic instruction.

Instruction

Each class had a literacy and technical teacher who worked as a team. Because the class was often comprised of students at different levels in both technical and language skills, several lesson formats were explored. The one that seems to have been most successful was based on a division of the class into advanced and beginning technical skills. The beginning group received E.S.L. instruction during the first half of the session; the advanced, the second half. Technical instruction was given to the group not being taught literacy skills. There were essentially four basic types of literacy lessons:

1. Lessons based on specific technical terminology and concepts underlying the technical component of instruction.
2. Technical but less specific lessons based on broad industry issues.
3. General job skill lessons pertaining to career development, e.g., filling out job applications, resumes, etc.
4. Work related lessons centered on personal job experiences, feelings, perceptions, aspirations.

According to Ms. Freeman, the goal of holistic instruction is to use a teaching approach so that oral language skills, reading and writing are integrated. For example, if the lesson is centered on personal perceptions about job likes and dislikes, the lesson might begin with a group discussion. Each student would list three pros and cons on newsprint which would be cut up and organized into two paragraphs. The students would read aloud their paragraphs which would become the basis for group discussion to promote speaking skills and listening comprehension.

Although the nucleus of a lesson is job related, the literacy component serves to widen the context. The fashion industry lends itself to such broadening because various aspects are represented in diverse settings such as costume exhibits, newspaper fashion sections, store window displays. Materials such as mail order catalogs with pictures and written descriptions provide an opportunity to combine both technical information and literacy skills in the form of reading, writing and discussion. A Special Machines instructor explained how she uses mail order catalogs to develop both technical and literacy skills. After the pictures and descriptions in a catalog are studied and read, students write their own descriptions of other pictures. An adaptation of this exercise would be to have students draw sketches to illustrate the descriptions in the catalog. A final exercise would have the students draw their own sketches and write the accompanying descriptive material. Examples of material the teachers used in classes to develop vocabulary are found in Appendix III. In addition to developing language and technical skills, students also become aware of information resources, e.g., New York Public Library, museum offerings, industry shows, colleges and schools offering advanced courses.

Evaluation

This section describes data documenting the program's impact. It includes the results and implications of an evaluation study, the student term project reflecting course learning, and development plans.

I. Evaluation Study

A major area of focus this year was the development of an evaluation process to measure growth in performance and to provide placement information for instructional purposes. The John Test and the Test of Adult Basic Education (TABE), which are commonly used as language proficiency and reading measures, were not considered accurate measures of student performance. The major objections to these tests were that they measured molecular behavior and lacked relevancy for the adult population. Therefore the thrust of this evaluation program was to devise assessment measures and procedures which would be comprehensive and systematic within the framework of holistic pedagogical principles, student characteristics and program goals. The objectives of the evaluation program, according to Tracy Gross, were as follows:

- To assess the reading, writing, and speaking of English within the content area of the technical skills being offered: pattern making, draping, sampleroom, special machines, machine repair, basic sewing, cutting and grading.

- To assess the technical skills acquired from the course as a basis for job counseling.
- To assist the administration in placement and the determinination of class levels and cycles.
- To provide scores that can be used in reports to funders and evaluators to show program impact.

Dr. Rita Brause, a professor of education at Fordham University, and Roberta Brause, a consultant to the garment industry, worked with the Program Curriculum Developer, Deidre Freeman, administrative staff and teachers to develop new measures which would be compatible with program goals and student characteristics.

In accordance with holistic principles, the measures were open-ended to allow students to draw as much as possible upon their own fund of information and experience. The assessment program consisted of an oral and a written section. The suggested time for administration was thirty minutes for each. Revisions to the original instruments were made based on results from the initial try-outs with students and teachers. The revised evaluation program is found in Appendix III, pp. 1-7.

Description of Measures.

A. Written. The written section consisted of items measuring writing and reading ability. There were three forms of this test: one for pre-testing new students, another for continuing students (those students who had been in a previous cycle), and a third for post-testing. (See Appendix III, pp. 8-11.) The questions for each of the tests are as follows:

1. Writing pre-test asked the following question:
   Describe something about your life and what you want from class.
2. Writing continuing test:
   Describe what you like about this class and any new ideas you have for this class.
3. Writing post-test:
   Describe what you like about this class and any new ideas you have for this class.

Reading. The following question, which was the same for all three tests, was used to measure reading ability.

Read the attached flyer. Explain one piece of information you understand from the flyer.

Because the phrasing of this question appeared to confuse the students, it was later rephrased to: Explain the flyer to a friend.

4. Scoring: a rating from 0-5 was used to score each of the following types of performance: oral technical knowledge, oral English language, written English language, reading. The maximum possible total test score, therefore, was 20. Criteria were indicated for each level of the rating scale, progressing from lowest to highest (0-5).

B. Oral. The form for the oral component was a taped group discussion led by the technical teacher to evaluate knowledge of course subject concepts, e.g., pattern making, draping, machine repair, etc. The groups were comprised of no more than eight students, each of whom was asked to share his/her experiences in regard to the topic. The taped discussions were used as the basis for evaluating performance.

Results:

A. Pre-post Test Scores:

Because of the ongoing nature of the test program, measures, procedures and directions were developed during the program year and revised as dictated by feedback from the try-out test feedback, resulting in different administration dates. At the time of report preparation, feedback from testing had not been formalized. Nevertheless, to convey a gross trend of performance change, the scores of students who were tested with the final version of the tests are presented. The pre-test was administered from January 17, 1989 through March 7, 1989. The post-test was given May 30, 1989. Thus, the changes in performance occurred over a maximum period of approximately four months.

Number of students: 11; Pre-test Mean: 7; Post-test Mean: 13; Gain: 6

B. Student Responses:

A summary of student responses to the written section of the test is as follows:

Question: Describe something about your life and what you want from this class.

Response: Common responses to this question were: reasons for coming to this country, resulting changes, family description. In regard to "what I want from this class," most of the answers related to different job aspects, including acquiring a better job and specific job skills, and a desire to learn English.

Question: Describe what you like(d) about this class.

Response: The most frequent response was in regard to the course content. Students tended not to elaborate upon this.

Question: Describe any new ideas you have for this class.

Response: Very few comments were made by the students. Ms. Freeman speculated that the students might have been reluctant to make suggestions lest they be construed as criticism.

Efforts to refine the test measures and procedures were mainly based on reaction to the following:

A. Medium.

1. Tape Quality. The acoustic quality of the taped discussion was poor, making evaluation difficult.

2. Psychological Effect of Taping. The taped discussions made both students and teachers self-conscious, inhibiting language expression and spontaneity. Such inhibitions conceivably could depress performance scores appreciably.

b. Procedures.

1. Administration.

a. Teachers tended to feel that the process was too time consuming and interruptive of curriculum to justify the usefulness of the resulting feedback. In general, the technical teachers found it less useful than the literacy instructors, some of whom thought the information provided an initial picture of the students. Although an original intent was to have the pre-testing serve as a placement instrument for instructional purposes, the results were not sufficiently informative to serve this goal.

b. There was a qualitative difference between teachers in the degree of facility in test administration. The lack of experience with this open-ended format made some of the teachers, who were accustomed to objective standardized measures, uncomfortable.

2. Scoring. The criteria for rating was not directive enough for some of the teachers, making it difficult for them to score. As a result, there was a lack of consistency among teachers in scoring, which affected the reliability of the measures.

Resulting Recommendations. The staff regarded the insights provided by the evaluation study to be a major outcome. Ms. Freeman views assessment as "a microcosm of the program objectives." Therefore, the transformational feedback provided for the total educational development process was the focus of interest. The information was valuable in posing the questions requiring solutions; it helped define areas of concentration for future planning and development. To address some of the objections raised by the evaluation study, the following steps are being considered.

1. Informal interviews to be substituted for the taped discussions. According to Ms. Freeman, one possibility is to have initial interviews held during an open-house for students where sample lessons would be demonstrated to help students make course selections. These demonstrations could be the basis for informal interviews. This would help answer the objections to the tape recording and to the evaluation being too interruptive of instructional periods, as well as to the lack of usefulness and relevance.

2. Modification to open-ended approach. Some of the teachers, uncomfortable with the open-ended format which made administration and scoring difficult for them, suggested objective type items, including matching, multiple-choice and blank fill-ins. Therefore, a rapprochement is being sought which would make the approach more directive without compromising the integrity of holistic principles. An effort will be made to explore other methods of measuring performance, such as noting class progress for each session in log books or journals.

3. Workshops for test administration. To familiarize teachers with open-ended measures and to develop facility with interviewing techniques, staff development workshops have been proposed. They would also be used to promote scoring consistency.

4. Workshops for holistic instructional approaches. The discomfort some of the teachers felt using an open-ended evaluation approach was also observed in the classroom. A workshop to demonstrate holistic language instruction for all levels of proficiency, including the most elementary, is also being planned along with teachers observing other teachers during classroom instruction.

5. Curriculum Manual. As a reference resource to guide literacy teachers in using holistic principles in instruction, a curriculum manual is being planned to illustrate some general strategies for developing lessons. This manual would provide demonstrations for teacher adaptation based on class needs. The lesson guides would illustrate approaches for the four basic lesson themes described in the preceding section: 1. specific to technical course skills; 2. technical industry issues; 3. job skills for career development; 4. personal job-related perceptions.

II. Student Project

As a term project, the students produced a magazine, Making a Living, What We Did, What We Do, What We Want To Do, which is a tangible document of the program's impact. The magazine is a compilation of student contributions from each of the special skills classes. Selections from the magazine may be found in Appendix III, pp. 12-26.

III. Future Planning

Team Teaching Format. In addition to the recommendations suggested by the results of the evaluation study, continuing efforts are being made to develop the most effective format for team teaching. A major program goal is to promote smooth coordination of the literacy and technical components of teaching. The heterogeneity of the class in regard to both language and technical skills present a formidable challenge to instruction.

The format described earlier, which was based on a division of the class into advanced and beginning technical skills--one division receiving technical instruction while the other received literacy--is desirable from an instructional time perspective because both teachers are instructing 100% of the time. Other experimental formats explored include: teaching the entire class E.S.L. half the time and technical skills the other half; breaking the class into small groups based on language and technical level.

Underlying the success of team teaching is the effectiveness of the pre-test evaluation instrument which is the basis for student placement information. Since lessons are targeted to the characteristics of the class, the extent and accuracy of the information determines the effectiveness of instructional planning, ultimately affecting learning.

Attendance. A systematic plan is being developed to reduce the absenteeism which developed in January after the holiday break. Follow-up phone calls and letters indicated that personal reasons extraneous to the class, such as family responsibilities, health, job conflicts, were responsible for missing class. To reduce the absenteeism, one suggestion is to follow students closely on session absentee lists and to develop a system of recording follow-up information so that any patterns that emerge can be noted and analyzed. These patterns may suggest what prescriptive action to take.

Job placement. An expansion of program services to include job placement is being considered. An essential part of the placement plan is to work closely with representatives of the industry so that the job placement program will be founded on realistic needs of the industry both existing and projected. Steps to target industry needs are being developed.

Summary Comments

Several types of data have been presented to document the program's impact and its immediate and long-term implications. In particular, the significance of the outcomes lies in their long-range planning value. Rather than ends in themselves, they represent transformational material to facilitate growth and evolution in all aspects of the program.

A major outcome has been the development of an evaluation program, which according to Deidre Freeman, curriculum developer, represents a "microcosm of program objectives." It has resulted in broad implications not only for the learning component of the educational process, but also for teaching/curriculum and evaluation as well. By sharply profiling the program's strengths and weaknesses, it has helped formulate a prescriptive plan of action. As a result of its outcomes, workshops, materials and procedural options are being conceptualized to make learning, teaching and evaluation more effective.

The student magazine, a term project, is an application of course learning. It reflects the program's impact on literacy and technical skill development and on affective domains underlying immediate as well as long-term functioning.

The many gains of the program and its continuing momentum are the products of the dedication, creative energy and professional calibre of the entire staff of the program.

CASE STUDY #5

TEAMSTERS LOCAL 237 WORKPLACE LITERACY PROGRAM

Introduction

This evaluation of the workplace literacy program sponsored by Teamsters Local 237 for city employees is based on interviews with Shirley Edwards, Director of Education, Gray Lewis, Assistant Director of Local 237's Training and Education Fund, staff members, site visits, and quantitative and qualitative data.

To describe the variety and scope of Local 237's offerings, five programs are included: Assistant Building Superintendent, Housing Maintenance, Supervisor of Caretakers, Supervising Water Use Inspector, Supervisor of School Safety. These courses provide a view of Consortium literacy programs tailored to meet the needs of workers who already hold steady jobs and are interested in climbing higher up the economic and social ladder by taking civil service examinations. Through a systematic program of notification, recruitment, and preparation courses for these examinations, the union provides the means of doing so. The course offerings are targeted to job titles of the examinations and the specific course objectives are related to the occupation focus of the tests. But the common goals are to prepare for a civil service examination which offers promotional opportunity, and to improve the quality of workers' lives by providing other kinds of experiences unrelated to work but related to life skills.

According to Ms. Edwards, the Educational Director, a major outcome of the Workplace Literacy program is the career ladder it provides for its members. The five programs described in this section represent career opportunities offered in 1988-89. The hierarchical relationship of the program is based on the information provided by Gray Lewis, Assistant Director of the Training and Education Fund. The first three programs for Housing Authority titles of Superintendent of Caretakers, Housing Maintenance, and Assistant Building Superintendent are related rungs on the same career ladder. Assistant Building Superindent represents a higher level than that of either Housing Maintenance or Superintendent of Caretakers which are approximately of equal status. Both of the latter however, are stepping stones to Assistant Building Superintendent and are higher than the position of Caretaker, an entry level title. The two other programs in this section, Water Use Inspector and School Security Supervisor, are not part of the above career ladder but represent rungs on ladders of different systems.

These programs are open to union members who are eligible for the promotional title of the civil service examination announced by New York City. A list of eligible applicants is generated by a computer and letters of notification are sent out. The incentive for taking the examination is an appreciable monetary increase which can amount to $10,000 in a short period of time once the person has become appointed to the new job title. The possibility of this promotion becoming a reality is documented by the supervisors instructing the courses, the majority of whom have risen from job titles similar to those held by their students. Thus, these instructors are influential role models who inspire course incentive because they are tangible evidence of realized hopes.

The success of the program is also documented quantitatively by the percentage of students who pass the examination. The results of the Civil Service Examination for Superintendents announced in March 1989 indicate that 91% of the students taking the examination passed compared to 77% of examinees not enrolled in the union's course.

General Program Description

In order to place the evaluation in context, what follows is a brief description of course elements which is applicable to all the programs being reviewed. Specific information regarding each of the programs is given in the next section.

Schedule

Classes meet two evenings a week, each for 3-hour sessions. They are held either at Washington Irving High School or I.S. 70 in Manhattan. Scheduling of the courses is dependent upon what examinations are announced so that number of sessions, and the beginning and ending dates of the courses vary. The classes are taught by technical instructors and literacy teachers.

Instructional Components

Although union preparation courses for examinations have been offered for a number of years, N.Y. State funding has enabled literacy to become a central element of the courses. The literacy component varies, depending on the kind of language skills required by the examination and the job, as well as the skills of the students. All of the courses teach test-taking strategies as part of literacy. Each lesson is comprised of a technical and a literacy component. Technical specialists teach the technical content; literacy teachers, most of whom are N.Y.C.

Board of Education Language Arts instructors, teach the literacy component. Reading comprehension is emphasized as part of test taking skills development In addition, students learn specific strategies, such as identification of key words in questions and multiple-choice options, formulating an answer before reading the options, eliminating options, and understanding the question. As exercises, students are asked to make up multiple-choice items of their own. Technical and literacy instruction is coordinated so that essential technical vocabulary and terminology are taught to the students by the literacy teacher prior to being exposed to them in the technical lecture. Frequent tests serve to review vocabulary and technical concepts. Writing skills are developed by using themes relevant to current occupational topics. The goal is to strive for clarity, conciseness, and relevancy in all communication.

Evaluation Procedures

The approach to evaluation, which has become a general program procedure during the past year, consists of union-developed group administered pre-post-tests, course evaluation of lesson units, and teacher observation of student participation. Although the paper-pencil tests are locally developed, they closely model previous civil service examinations in both format and content. The tests are objective instruments comprised of multiple-choice and true/false items. Essay questions are also included if written formulation is an underlying skill for the examination and the promotional job title. Scores are expressed as percentages.

The union-developed pre-test functions as both a placement instrument and as a basis for comparing pre-and-post-test results. As a placement measure, it provides important information to the teachers regarding levels of technical and literacy skills. The class profiles developed from this information enable planning and instruction to be more effective. Moreover, pre-test essay results permit grouping for specific instructional intervention. Groupings and instructional focus are based on the following competencies:

a. Capable of writing a paragraph with complete sentences.
   Focus: To develop paragraph writing into full blown essay detail.
b. Capable of writing simple sentence
   Focus: To develop sentence complexity
c. Incapable of writing simple sentence
   Focus: To form simple sentences
d. Comprehension of question weak

Focus: To develop question comprehension

The information yielded by pre-post-test comparison of results provides important feedback to both student and teacher. It informs the student about areas needing more preparation for the forthcoming examination; it informs the teacher about course elements whih may require modification.

The following section describes the specific details regarding evaluation for each of the five programs.

Individual Program Evaluations

For each program there is a description of objectives, class, students, pre-post tests, and results. Also included are the findings of a self-report questionnaire administered in the Assistant Superintendents program. This instrument was not given in the other course titles because these classes had ended by the time the self-report questionnaire was ready.

Although each program has specific goals to fit the job title, the general objective for all programs is to improve the quality of workers' lives by providing other kinds of experiences unrelated to work but related to life skills.

I. Supervisor of Caretakers Program

This position, part of the Housing Authority's Building Maintenance career ladder, is a promotional title for eligible caretakers (an entry level position with an approximate annual salary of $19,000). As Supervisor of Caretakers, earnings can approximate more than $30,000 annually with overtime included. The workers in this category are both male and female, the majority of whom are Black or Hispanic with high school degrees. The age range is between twenty and thirty-five years of age.

The most recent program for this examination began October 11, 1988 and ended January 27, 1989. It was to have been followed with another session in the spring of 1989 to be given as a refresher course just before the scheduled date for the civil service examination. However, it was temporarily cancelled because of uncertainty about the examination date which was to be rescheduled at a later time.

The program consisted of 8 classes with a total enrollment of 147 students.

Objectives. Immediate Objective: To prepare caretakers for a promotional New York City Civil Service Examination for the position of Supervisor of Caretakers.

Literacy

1. The student will be able to read and respond in writing to memoranda in ways that are clear, concise, and accurate.
2. The student will be able to compare and contrast the use of words associated with his/her job title and the meaning of those words in common usage, including the use of analogies.
3. The student will be able to communicate to tenants, supervisors and colleagues using language that is clear, concise and relevant.
4. The student will be able to use his/her command of oral and written language to encourage employees and colleagues to perform at optimum levels and seek advancement.
5. The student will be able to take additional literacy related courses and be successful.

Occupational

1. The student will be able to pass the civil service examination in the title.
2. The student will be able to supervise caretakers.
3. The student will be able to identify former employees who have advanced in the same or related occupational titles.

Evaluation. The evaluation procedures included pre-and-post testing and course evaluations comprised of lesson review quizzes and class observations of student performance.

These procedures are guided by a list of specified outcomes as follows:

Literacy

1. The student completes the civil service test successfully.
2. The student successfully completes the teacher made tests at the end of each unit, including the midterm and final examination.
3. The student demonstrates growth in writing a job related essay by using complex sentence structure and continuous discourse.

Occupational

1. The student is able to develop field related sample test items to measure the knowledge of colleagues and/or employees.
2. The student is able to design and present a staff development session on a job related standard procedure or general memorandum to employees and colleagues.
3. The student is able to critique a presentation of a colleague giving strengths, weaknesses and recommendations for improvement.

Pre-post testing. The pre-test consisted of both an essay section and 60 objective items, 43 of which were multiple-choice with three options, and 17 true/false. The pre-test consisted of three sections, measuring one of the following course units: 1. Basic Procedures, 2. Floor care, 3. Corrective Action. The following are examples of essay and multiple-choice questions.

"You are a newly appointed Supervisor of Caretakers. Upon your arrival at your new location, you find janitorial conditions are far below your standards."

Essay:

Explain five (5) steps you would take to improve the standards to an acceptable level.

Objective item

How do we use supplies?

a. We use supplies any way we see fit.

b. Every week

c. We use supplies with common sense efficiency.

Pre-and post-test scores are not available because the evaluation procedure had not yet been formalized at the time of report preparation. However, reading grade scores of 45 students pre-and-post tested on the Test of Adult Basic Education (TABE) are presented as follows: Pre-test mean: 6.3; Post-test mean: 6.9; Gain: 0.6. The gain is based on an average of 29 contact hours.

II. Housing Maintenance Program

Through a special program offered by the union, those employed as caretakers, a lower job category, may enroll to qualify as maintenance workers. Employees in this category earn an hourly wage of approximately $14 which averages more than $30,000 annually if over-time is included. Most of these city employees are Blacks or Hispanics who hold high school diplomas.

Program Details. The program consisted of 12 classes which began October 1989 and ended January 1989 with a total enrollment of 370 students. Objectives were as follows:

Literacy

A. The student will be able to:

- give an oral presentation in response to questions like those on the civil service examination.
- write and respond to reports concerning building personnel, building administration, building inspectors, conditions of physical plant, grounds, safety and security.
- organize and present a conference related to the occupational title.

- create and/or respond to memoranda, directives and recommendations.
- develop and answer questions like those on the civil service examination in the occupational title.
- evaluate the oral and written presentations of his/her colleagues in terms of strengths, weaknesses and recommendations for improvement.

Occupational

A. The student will be able to:

- pass the civil service examination in the occupational title.
- operate buildings which are well maintained.
- serve as a positive role model and trainer.

Evaluation. The measurement instruments included pre-and-post objective tests, and class evaluation in the form of lesson tests and observations. The following goals were used to evaluate student performance:

Literacy

A. The student will be able to:

- successfully pass the Maintenance Workers Civil Service Oral Examination.
- respond to questions orally or in written form in a manner that is accurate, concise and clear.
- use his/her communication skills to resolve conflict and/or other job related situations.

Occupation

A. The student will be able to:

- demonstrate his/her knowledge of building personnel, building conditions, grounds conditions, heating plant operations, building safety, building security, Mayor's executive order 16, and othe related disciplinary actions, as he/she applies this understanding to solve problems.
- successfully complete the practical part of the civil service examination in the occupational title.
- operate buildings which are well maintained and require few repairs.
- train others to perform their duties well and advance in their careers in the same or related job title.

The pre-and-post objective tests were teacher-prepared, group administered equivalent forms. There were 50 multiple choice items on each with four options. The following is an example of an item to indicate the level of difficulty.

a. full thread cutting set would have both taps and A. cutter B. bushing C. dies, D. plugs

Pre-Post Test Results. The total number of students taking the pre-and-post tests was 264. The means are as follows: Pre-test mean: 45%; Post-test mean: 73%; Mean Gain: 28%.

III. Assistant Building Superintendent Program

This title which has an approximate annual salary of $35,000, is a rung on the promotional maintenance ladder of the New York City Housing Authority which can be reached from several job categories in addition to that of Supervisor of Caretakers and Housing Maintenance described in the preceding sections. These categories, along with their approximate annual wage, are: Supervisor of Grounds ($26,000-$27,000); Heating Plant Technician ($25,000); Supervisor of Exterminators ($26,000-$27,000). Steps higher than that of Assistant Building Superintendent are Superintendent ($45,000-$48,000), and finally Administrative Superintendent ($62,000).

Assistant Building Superintendents are predominantly males mainly of Italian extraction with high school and college degrees.

The most recent program for this promotional examination began April 24, 1989 and ended June 14, 1989. It consisted of 11 classes with a total enrollment of 289 students. The objectives are as follows:

Objectives

Literacy.

The student will be able to:

- write a proposal (work order) for the repair, and/or maintenance of plumbing, compactor, roofing, masonry, elevator, etc.
- orally or in writing communicate with tenants, colleagues and employees in a way that is accurate, concise and understandable.
- write memoranda which can be read and comprehended by employees, colleagues and tenants.
- construct a test that measures the comprehension of employees in the fields of caretakers, heating plant technician, mainenance, etc.

- design and/or adapt a program of preventive maintenance that is doable by employees and colleagues.
- write and present orally accurate and concise reports to commend or correct the actions of employees.

Occupational

The student will be able to:

- pass the civil service examination in the occupational title.
- supervise employees on the site so that the housing development is well maintained.
- recruit and maintain a staff of employees who perform work of high caliber and advance in their titles.

Evaluation

The procedure for evaluation consisted of pre-and-post testing and regularly scheduled course measurement in the form of class performance observations and tests covering individual lessons and complete subject units. As guidelines for evaluation, the following desired outcomes were used.

Literacy

The student will be able to:

- improve his/her essay writing skills, including reports, memoranda, and directives.
- present oral reports which are accurate, clear and concise.
- offer a critique of colleagues' work in writing, including comments on strengths, weaknesses and recommendations to correct weakneses.

Occupational

The student will be able to:

- successfully complete teacher made multiple choice tests given at the end of each unit. These units include; plumbing, heating plant, roofing, elevator, compactors, masonry, and maintenance.
- respond to open-ended questions in the occupational title.

Pre-Post Testing

The pre-and-post measures were different forms of a 50-item multiple choice test. Each question had four options. The items were union developed made and were similar to those of preceding civil service examinations. The following is an example of an item:

"The percentage of a requirement contract that should be checked by the Assistant Superintendent is: A. 20% B. 30% C. 50% D. 75%"

Pre-Post Test Results:

There were 218 students who took both pre-and-post tests. Pre-test mean: 57%; Post-test mean: 80%; Mean Gain: 23%.

Self-Report Questionnaire

A 20-item instrument adapted from the Self-Report Questionnaire described in Section II of this report was designed to measure student perception of improvement or change in four sections: Basic Skills (reading, writing, mathematics); General Issues regarding personal development; and Attitudes to Job and Education. The students were asked to rate change for items on the first three sections, using a 4-point scale (none, little, medium, a lot). The items for job and education required a yes or no response. Questionnaire items were as follows.

Section 1

This section has to do with the amount of improvement you have made since starting this class. The questions are about reading, writing, speaking, and understanding.

1. At work, has your reading improved in relation to completing your task?
2. At work, are you more comfortable filling out forms, time sheets, or writing memos, or any kind of written task?
3. Are you writing more personal letters, letters of complaint, letters to answer help wanted ads, notes, cards, or telephone messages?
4. Your job may require counting, estimating, measuring, calculating, or working with some form of numbers. If math is an important factor on your job, are you facilitating it with more ease?

Section 2

This section has to do with yourself or your family. These questions ask you to answer by circling a number that tells how much you think you have changed since the class began. number "1" means that you think there has been no change; number "2" means a little change; number"3" means a medium amount; number "4" means a lot of change. Now listen to the question.

1. Since the class began, do you understand more about issues that concern immigration laws, drugs or gun control, environmental dangers, defense, or foreign relations?

2. Are you now able to do more things with your family, like read to your children or help them with homework, or discuss family matters?

Section 3

This section has questions that have to do with how this class has affected your confidence, hopes, and feelings. Circle the number that shows how much you have changed since starting this class.

1. Do you feel more confident about about looking for a better job or working toward a promotion?
2. Are you more interested in union activities?
3. Do you have more hope of someday getting a promotion or a better job?
4. Will you pursue getting a G.E.D., college degree, or certificate for completing your education?
5. Does your family show more support for your taking this class than when you first began attending?

Section 4

This section asks you about your job and education. Your answer sheet has the words Yes and No next to each number. If your answer to the question is Yes, circle Yes, if No, circle No.

1. Since the start of class, have you been promoted at work or received more money?
2. Since the start of class, have you been promised a promotion or have you been given more responsibilities?
3. Has taking this class helped you keep your job?
4. Since this class began, have you taken a new job?
5. Has this class helped you get a certificate, diploma, or fulfill requirements for a job or promotion? For example, you may have received a G.E.D., citizenship, become certified for a job, or passed an examination for a higher job?
6. Do you plan to enroll in any new course to learn more about a particular job?
7. Do you plan to enroll in a course such as G.E.D., E.S.L. or Basic Education?
8. Would you recommend this program to others?

The table below lists the response frequency and percentage for each item. The number of respondents was 44. (It should be noted that the other Teamsters programs described in this section had ended at the time of the evaluation, which precluded their completion of the Self-Report Questionnaire.)

TABLE 3.6

Teamsters Local 237 Assistant Building Superintendents Program

Responses to Specific Items on Self-Report Questionnaire

SECTION 1		NONE		LITTLE		MEDIUM		A LOT		TOTAL
	ITEM	N	%	N	%	N	%	N	%	N
1.	reading at work	10	22.7	10	22.7	18	40.9	6	13.6	44
2.	writing at work	7	15.9	17	38.6	13	29.5	7	15.9	
3.	personal writing	22	50.0	13	29.5	7	15.9	2	4.5	44
4.	math at work	11	25.0	11	25.0	18	40.9	4	9.0	44
	TOTAL:	**50**		**51**		**56**		**19**		**176**
	MEAN %:		**28.4**		**28.9**		**31.8**		**10.7**	

SECTION 2		NONE		LITTLE		MEDIUM		A LOT		TOTAL
	ITEM	N	%	N	%	N	%	N	%	N
1.	understand public issues	26	59.0	11	25.0	4	9.0	3	6.8	44
2.	family activities	17	38.6	9	20.4	8	18.1	10	22.7	44
	TOTAL:	**43**		**20**		**12**		**13**		**88**
	MEAN %:		**48.9**		**22.7**		**13.6**		**14.8**	

SECTION 3		NONE		LITTLE		MEDIUM		A LOT		TOTAL
	ITEM	N	%	N	%	N	%	N	%	N
1.	confidence better job	3	6.8	7	15.9	19	43.1	15	34.0	44
2.	interest in union activities	8	18.6	12	27.9	17	39.5	6	13.9	43
3.	hope of promotion	1	2.2	2	4.5	14	31.8	27	61.3	44
4.	pursue G.E.D., college	10	22.7	2	4.5	16	36.3	16	36.3	44
5.	family support	3	6.8	12	27.2	11	25.0	18	40.9	44
	TOTAL:	**25**		**35**		**77**		**82**		**219**
	MEAN %:		**11.4**		**15.9**		**35.1**		**37.4**	

SECTION 4		YES		NO		TOTAL
	ITEM	N	%	N	%	N
1.	promotion, more money	3	6.8	41	93.2	44
2.	promise of promotion	11	25.0	33	75.0	44
3.	job retention	10	22.7	34	77.3	44
4.	taken new job	3	6.8	41	93.1	44
5.	certificate, diploma	7	15.9	37	84.0	44
6.	enroll course for job	31	70.4	13	29.5	44
7.	enroll G.E.D.	12	27.2	32	72.7	44
8.	recommend program	37	84.0	7	15.9	44
	TOTAL:	**114**		**238**		**352**

Results:

A. Section 1: Basic Skills

1. The mean frequency response percentage for the total section by rating category of improvement is as follows: None: 28%; Little: 39%; Medium: 32%; A Lot: 11%
2. Job Improvement. The highest percentage of responses in a positive category for basic skills were job related Items 1 and 4, reading mathematics (medium improvement: 41% for both).
3. Personal Improvement. The frequency response percentage for Item 3, writing for personal rather than for on-the-job reasons was: None: 50%, Little: 29%, Medium: 16%, A lot: 5%

B. Section 2: General Issues Regarding Self

The frequency percentage for the following items by rating category was:

1. Understanding of public issues:

None: 59%; Little: 25%; Medium: 9%; A lot: 7%

2. Family Relations:

None: 39%; Little: 20%; Medium: 18%; A lot: 23%

C. Section 3: Attitudes

1. The total mean frequency percentages by rating category for this group of items was: None: 11%; Little: 16%; Medium: 35%; A lot: 37%
2. Job. The highest percentage of responses in a positive category was Item 3, expectations for a better job or promotion (A lot of improvement: 62%)
3. Education. 77% of respondents indicated positive change regarding goals for general education, item 4 (Little: 5%; Medium: 36%; A lot: 36%)
4. Family Support (Item 5). 93% of respondents indicated more family support for taking the class (Little: 27%; Medium 25%; A lot: 41%).

D. Section 4: Job/Education Impact

1. Job. Various job aspects were affected by the course or had changed since it began: 7% promoted, 25% promised promotion, 23% retained job, 7% took a new job.
2. Education. Since the start of the course, 16% received degree/certification, 70% plan to enroll in a job related course, 27% plan to enroll in a general education course.
3. Course Satisfaction. 84% of respondents would recommend this course to others.

E. Overall Findings.

1. Comparison of Sections (Basic Skills, General Self-Issues, Attitudes). The table below compares results by section.

Table 3.7

Teamsters Local 237 Assistant Building Superintendents Program

Section Totals
Frequency Response Percentage by
Category of Improvement on Self-Report Questionnaire

Section	None	Little	Medium	A lot	Total Positive Change
	%	%	%	%	%
Attitudes	11	16	35	37	88
Basic Skill	28	29	32	11	72
General Issues	49	23	14	15	52

The area perceived as having the most positive change was that of attitudes, Section 3. It had the highest frequency response percentage totals for positive change (88%), followed by Basic Skills (72%), and General Issues (52%).

2. Although this course was job-specific, it appeared to have had impact in broader contexts, affecting education and self-development in general areas of personal functioning.
3. As a group, the students regarded the program positively.

IV. Supervising Water Use Inspector Program

This position represents part of a promotional ladder of city water titles preceded by the following categories with approximate annual salaries as indicated: Water Use Trainee (entry level position, $17,000); Water Meter Reader ($22,000).

The title of Water Use Inspector has an annual salary of approximately $28,000 - $30,000 depending upon the level of inspector. There are three levels: Water Use Inspector, Associate Water Use Inspector, and Senior Water Use Inspector. Job responsibilities are determined by the level. The next rung on this ladder is that of District Supervisor, not represented by this union because it is an administrative position.

The Water Use Inspectors are males, predominantly of Italian extraction with college degrees. The age range is between 30-35 years.

Details of this year's program. This course is designed specificially to prepare to students to write [illegible] ssay and answer multiple choice questions. There are both literacy and occupation[illegible] tives as follows:

Litera[illegible]

A. Students will be able to:

- write a report to be read by colleagues and supervisors which is clear, concise, and accurate and includes continuous sustained discourse, using job related terms.
- communicate with inspectors orally and/or in writing, describing and recording information regarding building codes, violations and recommendations for corrections and logging.
- use mathematics to compute volumes, areas and other necessary computation.

Occupational

A. Students will be able to:

- participate in peer instructional activities which enable novices to pass the civil service examination.
- use what they have learned to instruct others in their titles to work.

Evaluation

The measurement instrument included pre-and-post testing and class evaluation in the form of lesson review tests and observations. The following desired outcomes were used to evaluate literacy and occupational performance:

Outcomes:

The student will be able to:

- pass the civil service test in the title
- pass workplace literacy tests designed by the union
- write reports which are accurate and clear concerning his/her job title.

Pre-and-Post Testing

The pre-and-post tests were union-prepared equivalent forms which were group administered. The format was both essay and objective. The objective consisted of 40-multiple choice items and one essay which tested knowledge of job responsibilities and use of language.

There were four options for each multiple-choice item. The following are item and essay examples:

Electrolysis MOST often affects a water supply by:

A. changing the taste of the water, B. corroding the pipe, C. creating a shock hazard, D. clouding the water

You are a newly assigned supervisor. A member of your crew with more years of experience than you has been "filling in" your present position but did not get the job. You have been discreetly informed that he may be a problem. What do you do?

Pre-post Test Results. There were 18 students who took both the pre-and-post tests. Pre-test Mean: 48%; Post-test Mean: 71%; Gain: 23%.

V. Supervisor School Safety Officers Program

Employees in this category earn an annual wage of approximately $19,000 to $22,000. This job title represents a step on a career ladder preceded by the job title of school security officer with an hourly wage of approximately $9.00. As supervisor, the next promotional steps (administrative positions not represented by the Teamsters) are: Area Coordinator, and then Borough Coordinator. Supervisors are both men and women who have diverse ethnic backgrounds and are either high school or college graduates.

The most recent program for this job title began March 6, 1989 and ended March 29, 1989. It was comprised of four classes with a total of fifty-seven.

Objectives:

- To familiarize students with test taking skills needed to pass civil service test format.
- To teach report writing skills necessary for supervisory level.
- To develop basic reading skills needed to answer comprehension questions on civil service tests.
- To develop skills in fundamentals of decision-making as outlined in procedures and practices in supervision.
- To review job related information.

Evaluation

Measurement was in the form of pre-and-post testing and class evaluation based on lesson tests and observations. The following list of desired outcomes guided evaluation:

- Students will be able to recognize the fundamentals of report writing and be able to answer questions on tests pertaining to reports and forms.
- Students will practice and answer correctly the reading comprehension questions on tests similar to those on a civil service examination.
- Students will successfully answer supervisory level questions on examinations related to decision making.
- Students will successfully pass civil service examination for the job title.

The pre-and-post objective tests were teacher-prepared equivalent forms which were group administered. The format was multiple-choice consisting of 25-items, each with five options. The main thrust of the evaluation was to measure comprehension and interpretation of written material. An item example is as follows:

The prevention of accidents makes it necessary not only that safety devices be used to guard exposed machinery but also that mechanics be instructed in safety rules which they must follow for their own benefit.

The paragraph BEST supports the statement that industrial accidents:

A. are always avoidable

B. may be due to ignorance

C. usually results from inadequate machinery

D. cannot be entirely overcome

E. result in damage to machine

Pre-Post-Test Results: There were 57 students who took both pre-and-post tests. Pre-test Mean: 70%; Post-test Mean: 78%; Mean Gain: 8%.

Summary

Staff Observations

According to the technical program coordinators, an important outcome of the program has been the demonstration of reciprocity by those who have successfully climbed the career ladder. The instructors are supervisors who contribute time and professional expertise with little or no financial remuneration. This commitment on the part of the staff contributes appreciably to the program's success, besides promoting high student morale.

A goal toward which the administrative staff is working is to have the programs granted official accreditation for provisional title appointment by the Housing Authority. Persistent effort has accomplished this for the Heating Plant Technicians program.

To summarize, major objectives of the Local 237's Workplace Literacy Program are to provide a career ladder for its members and to improve the quality of workers' lives by providing other kinds of experiences unrelated to work but related to life skills. The quantitative and qualitative evidence available thus far indicate that there has been considerable success in attaining these goals. Although the results from civil service examinations for the programs reviewed are not yet available, the fact that 91% of the students enrolled in a program identical in format and general purpose (Superintendents program) passed the civil service examination, implies that the general program has been very successful. Moreover, the Self-Report Questionnaire administered to the Assistant Superintendents of Buildings indicate that the program has had tangible impact not only on broad attitudes and expectations relevant to general life skills, but also in regard to actual job promotion and educational achievement. Important progress has also been made this year with regard to establishing procedures to make the program more effective. A procedure for pre-post-testing has become general throughout the programs. A computerized data-base of results and student demographics has been established for immediate reference as well as providing a basis for long-range planning. The availability of test results will permit their correlation with the results of civil service scores so that in-house testing can become even more effective.

There was a high level of dedication and commitment in the administrative staff and teachers. Evidence of this is found in the success of the program, and documented in this section.

CASE STUDY #6
UNITED AUTO WORKERS, DISTRICT 65
Special G.E.D. Class

Introduction

This report concerns the special G.E.D. (General Educational Development) class sponsored by U.A.W. District 65. Information was provided by Toby Emmer, the Director of District 65's Worker-Family Education Program, by Dorothy Suecoff, the class instructor, and Francine Boren, Coordinator of Education of the CLC-Consortium Workplace-Literacy Program. Site visits provide further information. This course was not part of the State-funded Workplace Literacy Program but is included here as an example of the positive results which can be obtained for even a more traditional program like G.E.D. from the student-centered, holistic language approach fostered by the Consortium for Worker Education.

This special G.E.D. class is one aspect of a broad vocational education program offered by District 65 to help workers step into work settings increasingly paced by high technology. Other classes offered by the union include typing, word processing and computer literacy, work skills, E.S.L., and college preparatory. These classes are offered to union members, their families, and laid-off workers who are not necessarily union members.

The special G.E.D. class differs from other G.E.D. classes in its elimination of the minimum reading level entry requirements. The premise underlying this practice is that the usual minimum requirement of eighth grade results in "gate-keeping." By excluding students from entry, implicit assumptions are made regarding what students can and cannot do. Such restrictive assumptions, fostered by traditional school teaching, represent a deficit model of learning which students have come to accept after years of classroom conditioning. Although they have successfully coped with real life survival demands and have accumulated a vast resource of practical skills, strategies and experiences, traditional teaching approaches tend to ignore these. In setting up the Special G.E.D. class, it was felt that this rich data base could be tapped and translated for specific application to an academic setting if not restricted by pedagogical assumptions.

The overt educational objectives of this class as stated by Ms. Emmer are to prepare students for the G.E.D. and to strengthen skills in language and mathematics. The underlying social goal is one of change relevant to equipping and empowering workers so that they can become contributing members of society. This class approached teaching with the notion that skills and knowledge arising from reality-based experience equip the adult not only for environmental but for academic survival as well. The union explored the effects on adult learning, and ultimately G.E.D. performance when:

1. the entry reading level requirement of eighth grade level or above, measured by the TABE (Test of Adult Basic Education) is waived.
2. the teaching approach meets individual students' goals and exploits adult reality-based skills.

Course Description

Classes and Recruitment

Students were recruited through union mailings, meetings, shop visits, and by word of mouth. The only reading level entry requirement was that they be able to read the application form. The class met for 37 weeks from September 1988 to June 1989, meeting twice a week for three hours each night at the union headquarters.

Student Demographics

Thirty-three students enrolled for this experimental class (18 women and 15 men). The ethnic make-up was primarily African-American, Hispanic, Haitian, with one African student. The majority of students were functioning at less than a sixth grade reading level. Entering students were tested at a mean grade equivalency of 4.6 on the TABE. Students were full-time workers, earning not more than $5.00 an hour and had many personal responsibilities. Most of them were married, and cared for five or more children. Students ranged in age from 23 to 67, and were reported to be mature adults motivated to learn.

Ms. Emmer observed that although the students represented the low end of the education economic spectrum, their full-time jobs provided them with a "time cushion" which allowed them to maneuver and to implement plans for climbing the economic ladder. Their place of origin may have been as remote as Senegal and as near as Manhattan, but they were united in their common goal of "getting ahead."

Instructional Goals

The course instructor, Dorothy Suecoff, a New York City Board of Education teacher with 20 years of experience, noted that the pedagogical orientation of the program allowed considerable student individuality in regard to goal setting. The examination date was left for each student to decide, to be taken when the individual felt ready. Moreover, the focus of the class extended beyond specific G.E.D. preparation. By allowing students to enroll in the class because they wished to learn more about specific subject matter covered by G.E.D. preparation, it broadened course appeal. Since G.E.D. preparation material covers a wide spectrum of school subjects, including mathematics, social studies, science, literature/arts, and writing, this program bore closer resemblance to school subjects than to preparatory examination courses.

Ms. Suecoff's instructional goals were based on the following dictums of the holistic language approach as jointly conceptualized by the Consortium for Worker Education and the Institute for Literacy Studies in a document entitled Some Beliefs and Approaches for Teaching G.E.D., A.B.E., and E.S.L.:

A. Student knowledge:
   1. Know who the learners are. . .adults who bring their background, their cultures to the program.
   2. Work from what the students know, rather than from what they do not know; uses student knowledge as part of the classroom process.
   3. Support students' strengths; build their confidence.
   4. Foster student perception of the class as a place where they can achieve success and accomplishment.

B. Active Learning:
   5. Foster student control over the educational process, rather than dependency on teachers or curricular materials.
   6. Encourage collaborative work by the students.
   7. Promote active learning; encourage students to pose their own questions rather than just answer the questions of others.
   8. Encourage students to bring to the class materials that they are comfortable with, and which they find relevant to the work there.
   9. Provide students with real reading materials, with books, periodicals, and newspapers, with what students want to read.

10. Use writing as one way of learning about self, and about content material.
11. Encourage discussion connected to reading and writing.
12. Develop a community of learners/teachers in the classroom.

C. G.E.D. for what?

13. Understand that students see the G.E.D. class as a way to achieve their educational goals.
14. Use G.E.D. materials and tests as a beginning point for learning, as well as an initial goal.
15. Provide students with practice in analyzing the types of questions used on the G.E.D., not simply practice in answering them.

D. Power

16. Know yourself well; reflect on and question the impact of what you do in the classroom.
17. Examine the issues of power in the classroom as a vehicle for student/teacher reflection about the world.

The following is an example of a science lesson which uses a student-centered and writing-to-learn approach:

Focus: Digestion as a process; the how of digestion.

Motivation: Question from G.E.D. exam/Saltine cracker test/Protein (meat) test

Activities:

1. Pass out questions from G.E.D. test: Digestion takes place completely in a) mouth b) esophagus c) stomach d) small intestine
2. Ask students what they think digestion included (how and where). They write down their ideas. Discussion follows.
3. Conduct demonstration with saltine crackers. (one student chews cracker and spits into test tube. One student crumbles cracker into another test tube.) Teacher explains test for breakdown of starch: solution turns black if it's still starch; blue-black if starch/sugar; copper red if starch changed to sugar completely. Students test and find chewed saltine is blue-black.
4. Teach process of enzyme breakdown. Student can conclude therefore that there are not enough enzymes in the mouth to break starch into sugar. So digestion must proceed throughout the body. Teach process in body.

5. Ask students to devise experiment to test digestion of protein. They jot down ideas, share them with class, and revise experiments based on class comments.
6. Create chart comparing difference between digestion of protein and starch.
7. Discuss digestion--how is it different from what you'd previously thought?

Typical sessions were based on lessons which were subject oriented and provided a context for teaching skills fundamental to test taking in general and specific to the G.E.D.. Materials included Cambridge G.E.D. texts and workbooks, current materials, such as newspapers and periodicals, which have immediate relevance. According to Ms. Suecoff, who taught traditional G.E.D. classes, the key to her instructional approach was motivation through relevancy. By making the lesson immediately relevant to concrete personal experience, the students were able to generalize to more abstract conceptualization. Therefore, lessons relied heavily upon demonstration, student participation, and interaction.

Homework was assigned, which allowed principles to be applied concretely, e.g., using tax preparation as an opportunity to apply mathematical concepts. Each lesson was framed by the following goals:

- to utilize student skills resulting from real life experience
- to develop critical thinking within the context of reality
- to create an educational environment where there are no lines of demarcation between school and real life learning.

Evaluation

The program's impact described in this section is based on the results of standardized tests, records of attendance, and staff anecdotal information and observations.

Standardized Tests

Rate of growth in reading ability and performance on the G.E.D. Official Practice Tests were used to explore the effects of the experimental class approach. The TABE was used as a pre-post measure of reading skill. The measure used was Total Reading, comprising Reading Vocabulary and Reading Comprehension performance, and was expressed in terms of grade level.

A. Rate of Growth in Reading Ability

The actual number of contact hours (ACH) for individual gains based on pre-post-testing was compared with the estimated number of contact hours (ECH) equivalent to the gains. The ECH was on the basis of 80 hours per 8 months gain, an estimate reported by the Literacy Assistance Center, based on cumulative statistics from their data base of pre-post test information regarding Basic Education students tested by the TABE.* However, to extrapolate gains equivalent to more than 80 hours requires the assumption that progression is linear, which remains to be validated. Although there appears to be an absence of definitive studies for growth equivalents for more than 80 hours, NYC Board of Education teachers commonly cite 100 hours of instruction as necessary for one grade level of reading gain. Extrapolation has been used to estimate the ECH (estimated contact hours), in the table below which lists individual pre-post-test scores, grade level gains, ACH (actual contact hours), and ECH (estimated contact hours) for the gains. Only the results for those students who completed both pre-and-post tests (alternate forms) are included. Pre-tests were administered December 12, 1988; post-testing May 24, 1989 except where noted. (Because students are admitted throughout the semester, it is difficult to control testing dates.) The individual ACH represents the number of contact hours between pre-and-post testing dates.

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*New York City Literacy Assistance Center, Analysis of New York City Adult Literacy Data, 1985-86.

TABLE 3.8

United Auto Workers, District 65

Gain in Reading Scores by Instructional Hours - TABE Test

		Grade Scores					(ECH - ACH)
	S	Pre	Post	Gain	ACH	ECH	Difference
	1	5.8	8.1	2.3	111	230	119
	2	3.0	4.7*	1.7	57	170	113
	3	5.6	6.5	.9	132	90	-42
	4	4.7	5.0**	.3	66	30	-36
	5	4.5	6.2**	1.7	42	170	128
	6	4.2	5.3	1.1	102	110	8
	7	4.4	5.6	1.2	129	120	-9
	8	5.3	6.3	1.0	75	100	25
	9	6.0	8.1	2.1	129	210	81
	10	5.3	7.2	1.9	150	190	40
	11	3.7	5.1	1.4	180	140	-40
	12	5.9	7.9	2.0	153	200	47
Totals:	N=12	58.4	76	17.6	1326	1760	434
Mean:		4.9	6.3	1.47	111	147	36

*The post-test date was March 9, 1989

**The post-test date was March 20, 1989

B. G.E.D. Performance

The G.E.D. Official Practice Tests were given at the end of May to estimate how effective the course had been in preparing the students for the actual examination. These are abbreviated tests developed by the G.E.D. Testing Service to help examinees determine their readiness for the full-length tests. They contain approximately half as many multiple choice questions as do the actual versions. There are five tests, each devoted to one of the following subjects: 1 Writing, 2 Social Studies, 3 Science, 4 Literature/Arts, 5 Mathematics. The manual lists the predictive validity coeffecient for each practice test with actual G.E.D. scores as follows:

TABLE 3.9

Correlation Between Practice Tests and G.E.D. Score - G.E.D. Testing Service

Test	Form AA	Form BB
1 Writing	.81	.84
2 Soc. Stud.	.76	.79
3 Science	.77	.78
4 Lit/Arts	.66	.67
5 Math	.81	.79

In order to pass the examination for the G.E.D., New York State requires a minimum score of 40 for each of the five tests, and an average total score of 45. The following tables list results of the practice tests for nine students who took them. The table of G.E.D. practice results includes the number of tests passed by each student and the TABE grade entry score. The number passing each test is indicated in the second table. With the exception of one student who took form BB, all students took form AA.

TABLE 3.10

UAW District 65

G.E.D. Official Practice Test Results

	S	Writing	Soc. St.	Sci.	Lit./Arts	Math	# Pass	TABE Entry Score
	1	41	43	33	45	30	3	5.8
	2	28	36	29	22	38	0	3.0
	3	33	36	33	34	33	0	3.0
	4	34	36	42	36	38	1	5.6
	5	30	36	35	30	26	0	3.9
	6	34	32	40	36	43	2	4.2
	7	36	48	47	40	32	3	6.0
	8	52	52	49	64	43	5	5.3
	9	37	39	39	34	30	0	3.1
Total:	9	325	358	347	341	313	12	39.9
Mean:		36	40	39	38	35		4.4

TABLE 26

Number Passing Each G.E.D. Official Practice Test*

Test	Passing	TABE Entry Score
Writing	2	5.3, 5.8
Soc. St.	3	5.8, 6.0, 5.3
Science	4	5.6, 4.2, 6.0, 5.3
Lit./Arts	3	5.8, 6.0, 5.3
Math	2	4.2, 5.3
G.E.D. Exam	1	5.3

*Total N who took test = 9

Results of Standardized Test

A. Rate of Growth in Reading Ability (N=12)

1. Of 12 students there were eight whose ACH (actual contact hours) were less than the ECH (estimated contact hours) equivalent to the amount of reading grade level gain made. Thus, these students indicated more gain than would be expected for their number of contact hours.

2. There were four students whose ACH was more than the ECH equivalent to the amount of verbal growth made. These students indicated less gain than would be expected based on the ECH.

3. The average class reading growth was 1.47 (one year and 5 months). The average ACH was 111 hours which was 36 hours less than the average ECH 147 hours equivalent to this amount of growth. As a class the rate of improvement was faster than would be expected according to ECH.

4. The average entry TABE reading score for 12 students who were both pre and post-tested was 4.4, which represents 3.6 grade levels below the minimum TABE requirement (8.0 grade level) for traditional adult G.E.D. classes.

B. G.E.D. Performance (N=9)

1. One student passed all five tests and the examination, two passed three tests, one passed two tests, and one passed one test.

2. The class means for tests indicated in the table were as follows: Written 36, Social Studies 40, Science 39, Literature/Arts 38, Mathematics 35, Total Examination 37 (187/5 tests). Thus, as a group the class passed two tests, needed 2-5 more points to pass the other three tests, and 8 points to satisfy the minimum requirement of 45 for the average of total examination score. According to the test manual, one point approximates one answer at this level of scoring.

Course Records

Attendance records provided indirect evidence of course impact on student interest and motivation. Of the 33 students enrolled in the class, there were 27 registered at the end of the course. The retention rate of 82% (27/33) is substantially higher than the 60% cited by the U.S. Department of Education for this type of program.* Follow-up information for five of the drop-outs indicated that reasons were extraneous to the course. They included class and job schedule conflict, marriage, accident, health, and a school closer to home. With the exception of the student who enrolled in a course closer to home, these students intend to resume the course. As an example of student motivation, Ms. Emmer cited a student who became a foster mother during the semester and brought the baby she was caring for to class rather than miss any lessons.

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*U.S. Department of Education, Office of Vocational and Adult Education. Adult Education Program Statistics, Adult Education Act, Public Law 91-230, as amended, State-Administered Program, fiscal year 1981. Washington, D.C., 1983.

Staff Report and Observations

In addition to the quantiative data presented, the staff provided qualitative information to describe the effects of the program within the specific context of the classroom as well as in regard to personal and job functioning.

1. Classroom skills. Ms. Suecoff, the instructor, observed marked improvement in both the mechanical and creative aspects of writing. Punctuation and spelling had improved. Even many of the misspellings were now closer approximations to the correct spellings, e.g., one rather than several letters off. Students were more fluent and could write more about a subject because they had learned to tap the ideas which already existed in their repertoire. She also noted an increase in curiosity, interest and awareness of natural phenomena. One student who had taken a trip to another part of the country shared with the class her observations of how the sky and heavenly constellations differed from the way they appeared in New York. According to Ms. Suecoff, the students were not only asking questions more frequently but more reflectively. In addition, their perception of homework had changed from that of a necessary evil, to one of an opportunity for improvement.
2. Job Functioning. Several students reported to the staff how the course had helped them with work. One woman said that because she was enrolled in the class, she was hired as a receptionist. A health care worker reported that learning about sensitive pressure points in science had helped him become more effective in his work. He now knew how to lift and hold patients so that it would not be painful to them. A woman who worked as a paraprofessional in school had felt very limited in the contributions she could make to the young children she cared for. Because of the class, she was now reading to them and helping to stimulate their language growth.
3. Personal Functioning. For some of the students, the quality of family life has improved because they were better able to help their children with their homework. Moreover, since they also attended school, a common bond has been established with their children. An older woman,

active in her church congregation, often shared her experiences with the church teen-agers. As a result, they saw her as a living symbol of possibilities through education.

4. Staff Observations. Ms. Emmer thought that one of the more important outcomes is that the G.E.D. diploma is not viewed as an end in itself, but as a stepping stone to higher education. She feels that the program is functioning as a college preparatory course and anticipates students returning for advanced courses even after they have passed the G.E.D. examination. Ms. Emmer notes by the number of students using the information sources of the union that the perception of it as a resource center is growing. One of her goals is to promote this by increasing resources available to students.

Summary Comments

There is substantial quantitative and qualitative data to document the success of this experimental G.E.D. class. Students have entered with a lower TABE score than that normally required in traditional G.E.D. classes. Nevertheless, individuals and the class as a whole have made gains more rapidly when the actual number of instructional hours are compared to the estimated number of hours commonly used for these gains. In addition, of the nine students who took the practice G.E.D. tests, one student passed all tests and four others passed one or more tests. The predictive validity of these practice tests suggests that if the acceleration in gains is maintained, the high school equivalency diploma is within grasp of many of the students, taking a shorter time to achieve than usually is estimated.

The information presented in this report indicates that the impact of the program has affected areas of functioning with immediate and long-range consequences. Because of the class, job acquisition, performance and retention have all improved. Relations with family members have grown more meaningful. The course has also stimulated intellectual curiosity, deepened insight and developed a growing appreciation for the universe and its phenomena. These are priceless gifts which Ms. Emmer and Ms. Suecoff have bestowed on their students.

SECTION IV

PROFILES OF SUCCESSFUL WORKPLACE LITERACY STUDENTS

INTRODUCTION TO SECTION IV

This section includes sixteen profiles of individual students (in one case, an entire class) who have demonstrated success in the workplace literacy program in a variety of ways. This section helps to give texture and flavor to the particular population groups served by this program and the context out of which they are seeking further education. These profiles represent what is possible through the program. They are not meant, however, to be representative of every student.

The student profiles demonstrate program impact not only on students' literacy skills and job mobility, but on their self-esteem, their attitudes toward learning, and the relationship between students and teachers.

Included in the profiles are students from the following programs: Amalgamated Clothing and Textile Workers' Union; the Home Care Institute; Drug, Hospital and Health Care Employees' Union; Local 1199; Fur and Leather Manufacturers, Local 1-3/Fur Joint Board; Industry Training Program of the Hotel/Motel Trades Council; International Ladies Garment Workers' Union; Joint Apprentice Training Committee of the Elevator Industry; Service Employees International Union, Local 144; United Auto Workers, District 65; United Auto Workers, Local 365; United Food and Commercial Workers' Union, Local 174; United Food and Commercial Workers' Union, Local 342-50.

Twelve of the profiles were written by teachers or program administrators; four were written by the students themselves. In the latter case, they are included here verbatim. No attempt has been made to change errors in spelling, grammar or syntax.

AMALGAMATED CLOTHING AND TEXTILE WORKERS' UNION

A.F., a recent immigrant from Chile, enrolled as a student of the ACTWU Worker Education Program in September 1986. He was working, at the time, in a sewing factory of Local 169 of ACTWU. During his three years in the program he moved to the highest level of E.S.L. (a pre-college level) and became a student leader through the delegate system. As a direct result of A.F.'s progress in English and his participation in the delegate system, he was hired in the Spring of 1989 as an organizer for his union local. In a union where bilingual organizers and staff are critical, it is particularly significant to the union that they might rise from the rank and file. As an organizer, A.F. has found a vehicle for his desire to advocate for the rights of his co-workers.

DRUG, HOSPITAL AND HEALTH CARE EMPLOYEES UNION, LOCAL 1199

P.V. is a bright, personable, forty-seven year old man whose story is a classic one of the failure of the New York City school system to teach him how to read. He came from an illiterate family who could not advise or help him as he was shunted from class to class through the tenth grade. He married a woman with two years of college, and all their children read.

Presently a cutter in the garment industry, P. worked his way up from the bottom. He was able to survive by carefully watching his fellow workers and learning from them. But he was always fearful of being found out--that he was "illiterate." Eventually, he decided to go to school to become a grader and that led him to his present class in our program.

P. entered Local 1199's basic education class in September 1988 and attended regularly every Monday and Wednesday until the middle of June. In September he could read a few words but could not sound out new ones and could not write.

In class he was a diligent student--did homework, asked questions, helped others, but refused to write; he always made excuses. P. was embarrassed to write because he could not spell. Eventually, the teacher, cajoled him into writing phonetically and worked out a system of corrections and rewritings. P. took the new words--new spellings--seriously and studied them until he was able to write more freely and more accurately. After only nine months, he went from not being able to write at all to writing an autobiography of five type-written pages.

FUR AND LEATHER MANUFACTURERS, LOCAL 1-3-FUR JOINT BOARD

To those of us with children, one of the most important benefits of learning English, is how it helps us help our kids get ahead.

A few weeks ago, my daugher had an assignment about China. She had to find out facts like the current population, etc. We went to the neighborhood library, but their books were about China years ago, not now. We were disappointed and I told my E.S.L. teacher about it. She gave me the phone number of the Telephone Reference of the Public Library and told me the hours when we could reach them. They answered my daughter's question and she was prepared for school, and looked forward to taking her homework to class.

It made me so happy that I could show her how to use the Library Reference whenever she needed it. So many good things happen when you can use English to talk, to ask, to learn about what is going on. My E.S.L. class is one of the great benefits of my job.

(student)

HOME CARE INSTITUTE
DISTRICT COUNCIL 1707

N.V. is a mother of four daughters. She was born in Puerto Rico and raised in New York City. Becoming an orphan at the age of ten, N. was put in the custody of the foster care system and was separated from her three brothers and two sisters. This traumatic experience, coupled with the many negative ones that followed, helped cause N. to drop out of school during her adolescent years. Consequently, realizing later in her life the importance of completing her high school education, N. enrolled in a G.E.D. program and received her diploma. Not having the desire to work, N. remained home and took care of her youngest child. Then in October 1988, N. decided to change her situation and become self-sufficient and independent. Still lacking self-esteem she became interested in the homecare field. Applying for a position at a home attendant agency, she was referred to the Consortium Homecare Institute. While a student at the Institute N. demonstrated to be very caring, sensitive and possessing the qualities needed to be an efficient home attendant. Despite financial hardships N. maintained an excellent attendance and grade record. Graduating top in her class she was offered a temporary position with the Institute as an administrative assistant. As a staff member N. developed and strengthened her clerical, organizational and administrative skills. With the guidance of other staff members N. began her job search fully prepared with cover letters, resumes and outstanding letters of recommendation.

N.'s job search consisted of a few inquiries before she accepted one of the many she was offered. Hence, she accepted to work with the New York City Technical College Apartment House Institute which trains and certifies building superintendents. Also as an administrative assistant for her new employer. N. is not only gaining valuable experience but is also computer literate and has been recommended to become a building superintendent.

HOME CARE INSTITUTE

This program has helped me so much. This has been a very interesting and fulfilling two weeks I have spent in a very long time.

When I first came here I was full of hopes and fears. I really didn't think I was going to make it. Because of a lot of personal problems at home. As a woman on welfare it seemed very difficult for me at times, because of economical problems.

But here I made friends from the start and the positive attitudes of the staff made me feel very relax and confident. I just took it hour by hour. A.'s one, who I really have gotten to admire and respect she has been so sweet. As for L. and R. they really taught me a lot. Their relax attitudes made me very comfortable in class. To the teachers I send them many thanks and appreciation.

And you Y. I owe most of all. You gave me a second chance and I won't let you down. I will miss you all very much.

(student)

HOME CARE INSTITUTE

I want to thank you for the opportunity to get two weeks of productive teaching. I learn a lot from this program. It give me new insight on how to treat people correctly and to care them properly and effectively. I benefit from this program in a lot of way. Not just because of getting the certificate, but this program make you realize that people are human being and they must be treated accordingly. Also it's help my personality, how to act in certain situation, and to understand and observe other people behavior in a sensitive manner. I congratulate you for running a good program you have wonderful teachers, and thank a lot.

(student)

INDUSTRY TRAINING PROGRAM OF THE HOTEL/MOTEL TRADES COUNCIL

Our subject is a thiry-two (32) year old Brazilian born woman who has been employed in the hotel industry for the past six (6) years. She emigrated to New York in 1970 at the age of fourteen (14). She graduated from Theodore Roosevelt High School, and continued her education at City College of New York. She speaks Portugese, Spanish, and English fluently.

This student applied to ITP in June 1984. Her TABE scores were 10.0 in Reading Comprehension and 8.3 in Mathematics Computation. At that time, she was working as a Room Attendant in one of New York's largest and most prestigious hotels. After researching the job requirements and department transfer procedures at the hotel, she requested placement in ITP's Front Office Procedures program. We agreed that our technical training would complement her language abilities and her educational background, making her an impressive applicant for a front desk position. She studied with us from September 1984 to June 1986, excelling in all related Front Office courses. On the End-of-Term Recommendation form, her Basic Accounting instructor noted that she has above average skills and should be encouraged to enter this area of employment.

However, she was not met with the same support at her hotel. She applied for a number of available front desk positions and each time was told that she lacked experience. Yet, this same hotel allowed her on-the-job training while she was studying at ITP, and submitted to this office an excellent evaluation of her performance. We encouraged her to take our Communications Arts: Job Advancement Skills course, which would help her prepare a resume and organize plans for a job search. We also advised her to seek counsel from her immediate executive and the hotel's Personnel Director. The hotel suggested that she study our Floor Supervisor Procedures program. However, she didn't want to train for a promotion in the Housekeeping Department. At that time, she decided to consider all recommendations, but not to continue her studies with us.

In the Fall of 1988, she re-entered ITP, having decided to attend the Floor Supervisor classes, following the advice of her Executive Housekeeper. Soon after she began classes, our office received a call from a Personnel Director of a recently renovated hotel who needed to fill a Floor Supervisor's position. This person would be trained for the Assistant Housekeeper's position and, therefore, should have excellent communication skills and a general sense of department interrelations. The subject of this study is the first person that we referred. She possessed all the necessary Floor Supervisor skills, and her qualifications were further enhanced by her Front Office training and her fluency in three (3) languages. She was very interested and immediately contacted the gentleman to set an interview appointment. She was seen and hired the next day.

Since that time, I have seen this student a number of times, as she still attends the Floor Supervisor classes. She has expressed her gratitude and her enthusiasm about her new position. I have also been in contact with her new employer, who is equally as satisfied with her new staff member.

This student has now expressed a desire to finish her Bachelor's degree. Since ITP's classes are recommended for credit by the State Board of Regents Program on Noncollegiate Sponsored Instruction, she has possibly earned an additional eleven (11) credit hours. She also plans to study Basic Typing/Introduction to Keyboarding during ITP's Fall 1989 semester.

INTERNATIONAL LADIES GARMENT WORKERS UNION

K.W. is one of the members of our Patternmaking/E.S.L. class. She has had some formal education in China and has been studying E.S.L. for four years at Local 2325. She came to our class to learn patternmaking and E.S.L. in hopes of eventually finding a better job. She has made striking progress since October as a result of her eagerness, determination, and perseverence.

In the fall she was the only Asian student in the class. It was an intimidating situation for her. Being in a half technical class, there was a lot of communication going on in Spanish. At first she was very shy with the group. Now she has become a central figure in the class. She was great about getting people to speak with her in English. She was firm about speaking English, but also very friendly and tactful.

K. has been a real unifying force in the classroom. She bridges the gap between cultures in our class which is now roughly half Asian and half Latino. She has helped to spark an interest in and respect for all the languages spoken in the classroom. She has also become an active English-Chinese (and by now Spanish-Chinese) interpreter, and really has helped to include and welcome the new Asian students.

Her improvement in both spoken and written English is also striking. Her speech is more and more natural and fluent. She set out to increase her vocabulary and to learn to mix tenses in English more naturally. Her achievements are obvious every time she opens her mouth.

K. has also been wonderful in terms of motivating other students. She never gives up in the midst of a complicated project. She's great about keeping up morale and seeing her way through to the end.

Before taking this class K. had tried to take patternmaking at FIT. She was unable to continue there because they spoke English too quickly in her class there. In this class she has become an accomplished patternmaker. K. wears professional, quality clothes that she's been able to make as a result.

K. says that she feels more comfortable communicating in English at her job. She has also acquired a technical vocabulary that is very useful to her at work. Her knowledge in patternmaking has helped her in her job as a first sample maker. She says she is now better able to identify parts of an unassembled garment and to see how they come together as a whole without stopping to ask instructions from the patternmaker.

It's a pleasure to see a student achieve her goals to the extent that K. has. Her intelligence, kindness, and hard work have really paid off. On top of being personally satisfied at having learned more about patternmaking and E.S.L., we are glad to see that she senses her progress in her job. It's also nice to see that she is more confident about eventually getting a job as a patternmaker.

JOINT APPRENTICE TRAINING COMMITTEE
OF THE ELEVATOR INDUSTRY

In our estimation, K.V.'s quality of life changed as the result of participating in the CWE Program.

K. is a twenty-two year old young man who dropped out of high school in the tenth grade. He told me that he was unsuccessful in school, never had the incentive to study and was never encouraged to use his imagination and intelligence by his family or school personnel to develop his innate capabilities.

After dropping out of high school he supported himself by pumping gas, fixing washing machines, becoming an auto mechanic and lastly involving himself in the elevator industry. he took the initiative for self-improvement by volunteering for tutorial help in reading and math. he also decided to participate in the GWE-G.E.D. Program.

K. feels that his reading and math skills have improved tremendously and he now has the confidence to pass the G.E.D. exam. He says that he reads more often and feels more comfortable in using his communication skills. His personal life has improved because his fiancee as well as his family are proud of his new found interest in school and he himself is now encouraging a younger brother to return to school.

K. knows that in order to advance on his job he must be literate in reading and math and he now recognizes the need for continuing his education. He feels that the tutorial help he received with CWE has had an immeasurable impact upon his entire life.

SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL 144

M.M., one of our Adult Basic Education students came to us in September 1988. At that time test scores revealed a 4.9 Reading level, a 5.3 Mathematics level and a 4.7 level in Language Mechanics and Expression. Today, eight months later she is reading at 6.1 level, scores 7.5 in math and had remained on the same level in Language Arts due primarily, I would presume, to the fact that English is a second languge for her. Being from Haiti, her native language is French.

M.M. is an interested, eager, and attentive student who shows a remarkable enthusiasm for learning. She has made real efforts to improve and has shown real improvement both in Reading English and in using correct English grammar and spelling in Writing English. She learns from her mistakes, always asks about any point she doesn't understand, and for the most part, retains the material she has learned.

Truly, M.'s enthusiasm and zest for learning is infectious. She has inspired two friends and a sister to join her here at the school.

Stories such as this student's story only further reinforces my firm belief in the need for Adult Literacy Programs and they should be expanded rather than retrenched.

SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL 144

For C.P. the transition from the near-equatorial Guyana, on the north-east coast of South America to the wintry cold of New York paid dividends.

Having completed the twelfth grade in her native country, C. like so many other young people, faced a bleak future, especially as the prospects for employment appeared very dim. (Guyana experienced a steadily declining economy and political uncertainty as a result of which thousands flee the country.) It was fortunate for Persuad that she immigrated to New York. Upon arrival she found marginal employment and sometime thereafter worked as an aide in a nursing home. A casual conversation with a friend led her to enroll in the G.E.D. program at the Local 144 Health Facilities Training and Upgrading Fund at 797 Eighth Avenue in 1987. Ups and downs in her domestic affairs resulted in a rather erratic attendance record, but C. soon settled down and immersed herself in Medical Terminology and Anatomy and Physiology, and later in Nurses Aide I and II, and Medical Records.

Before long she became a Nursing Assistant at the DeWitt Nursing Home and soon found herself in charge of charts and records. This responsibility served to open her eyes to wider opportunities and, in time, she applied for a similar position at the Kings Harbor Care Center in the Bronx.

Far from being satisfied with her current position, C. continues to look for further enrichment which can only lead to greater responsibility. At the Training and Upgrading Facility of Local 144 she has discovered the base she needs to give her the additional theoretical expertise. At the moment she has plunged into the acquisition of Word Processing skills. Her immediate goal in so doing is technical know-how to enhance the work in which she is now engaged. However, even that is but a stepping-stone. Perhaps one day college will beckon and a position in the upper echelon of Health Care Administration will ultimately result.

Whatever the future may hold for herself and her family, C. looks to Local 144 Training and Upgrading for the guidance she needs. Already the association with the facility has paid dividends. No doubt it will continue to do so.

UNITED AUTO WORKERS, DISTRICT 65

D.C. is a 10 year member of District 65 who heard about the Worker-Family Education Program classes this year at a union meeting. She's been working at her present job at Metro-Seliger Industries in Queens for five years. In her job, hand inserting of mail, she is required to use abbreviations and spellings of names of states. Since she's been in the G.E.D. classes here for one semester, she has been able to do this part of her job "without guessing." She feels more comfortable in the job because of this. Two years ago, she took typing at the union. This plus the language skills she's learned have expanded her work to being able to work in the office typing labels. Since she eventually wants a clerical position, this is making that goal more possible for her. In addition, her job sometimes requires work in the mail room. With the math skills she's learned here, she can now weigh mail, another expansion of her job. In the language skills class here, as part of her G.E.D. studies, she's learned more about the skills required to write letters and is now able to do so successfully. Because of all of these skills put together, she now feels like she's "getting close to my goal of a clerical job" - she's wanted to achieve since leaving public school more than 25 years ago!

UNITED AUTO WORKERS, LOCAL 365

My name is P.I., I was born in Mexico City in a small town call Acatlan in the South part of my country.

I lived there all my childhood, then I had to move to the city of Puebla, where I lived for four years. After that I had to come back to the place where I was born to finish my Junior High School.

After my graduation of J.H.S. I had to go to Mexico City to live with my older brother; at this time I was 15 years old and I had to start working to pay my expenses. Then I come back to school and I took an accounting course working days and going to school at nights.

One day my second older brother came to the United States and he told me that I can come to this country to work here and save some money and come back to my country and finish my studies.

That's when I decided to come to the United States. When I came to this country I was twenty years old and I had many dreams with me.

After I arrived in New York City, I went out to the streets looking for a job; and the first one that I had was in a factory called Mr. Hanger, Inc. Then I found a job in a restaurant as a dishwasher. After this I left the dishwasher job and I started working for Eagle Electric that is my present job, this was in the year 1970.

But after all this years I don't give any importance to the language of this country. A year ago I decided that I have to learn the language to have some progress in this community for me and my family.

That's when I signed the application for the E.S.L. courses that my union is giving us under the supervision of our teacher Mr. John Mulherne. To whom everyone of us is grateful to his patience and dedication for teaching us this language.

(student)

UNITED FOOD AND COMMERCIAL WORKERS' UNION LOCAL 174

I.

T.Z. fled Poland after the Soviet imposition of martial law in 1981, leaving behind a young daughter. After a short stay in Gary, Indiana, she settled in the Greenpoint section of Brooklyn and began working as a meat cutter. Through E.S.L. classes offered by the Consortium for Worker Education, T. gained the confidence to enroll in a citizenship class. While continuing English lessons, she completed her citizenship course and was awarded a certificate this spring. Although she has been laid off from her job, she feels strongly enough about her ability to find work that she is traveling in May to Poland to negotiate bringing her daughter to the U.S.

II.

M.D. emigrated from the Ivory Coast, West Africa in his early twenties, in order to find work and provide for two generations of a large family. An expert mechanic, he found work for the company which services all of New York City's buses. With frequent overtime work, M. is able to send what his family considers vast amounts of money to them to be saved or used for living expenses. He has attended E.S.L. classes through the Consortium for three semesters and claims that they have not only helped him on the job--he communicates well enough to manage others and has been promoted to a position in which he has several people working for him--but have helped him navigate the complex Motor Vehicle Department in New York and understand and negotiate with insurance companies, so important to his selling of the cars he has repaired.

His greater command of English is helping him, and in turn is being augmented by his karate lessons. M.'s love of music has added to his knowledge of the vernacular and in class he often asks the meaning of certain lyrics. Although he often misses classes in order to work overtime, he has been attending since early 1988 and has an advantage over many of his Eastern European counterparts who live and work in communities where only their native languge is spoken.

UNITED FOOD AND COMMERCIAL WORKERS UNION, LOCAL 342-50

The highlight of our class meetings was writing a letter to President Bush shortly before his inauguration exhorting him "to be a good President of America, to think about us poor people and to be a good Father to the children of America." Many of my students received letters in response from the office of the President-Elect and printed cards from Barbara and President Bush. All the students were greatly honored by his response.

A group of Local 342-50 members, many of whom work at Marshall's Fish Company, are taking a course in English as a Second Language at John Ericsson J.H.S. 126K in Greenpoint, Brooklyn sponsored by the union. This program teaches non-native workers how to read, write and speak English. It was started last year by Local 342-50 as part of a program in workplace literacy and is funded by New York State.

Prior to the Presidential election my class reenacted a mock election. Michael Dukakis won because students felt he would be an advocate for the poor of America. When Bush won, students wanted to ensure that President Bush would endeavor to help the poor. A letter would send their voices to Washington.

F.E., M.S., and S.B., were adamant about stressing that President Bush think about us poor people and be a good father to all the children of America. They wanted to mention this becuase they all have children in the city schools. Being part of our school system, they value the importance of education for their children and themselves. Many hope to go on to receive a G.E.D. one day.

Many of the students work at Marshalls. They slice, scrape and artistically prepare fish, according to M.G. They are proud of their Haitian heritage. They are intensely proud of their families, their faith in God. They often talk about their life and their families in Haiti and America.

They are an industrious group of people. They are conscientious students. Despite inclement weather, even when it rains cats and dogs, they come to class. S.B. has perfect attendance. Neither inclement weather nor feeling under the weather will keep her home. Everything written on the boards finds its way into her notebook. She even wrote President Bush's letter twice to ensure she would have a copy for her notebook.

F.E. and H.D. managed to take both this course and an American citizenship course at the same time. They are tireless.

M.S. is the student who always interjects humor in our lessons. She is a catalyst who initiates conversation among the students. She endeavors to read not only her Haitian newspaper but English newspapers and always relates new events into our lessons. She is the class philosopher and weather person.

C.S., despite difficuty with her vision, retains all that she hears. She is always ready to pick up every new word, phrase, or nuance. She unendingly surprises us with what she is able to retain. She is a vociferous proponent of speaking English at work and at school. F. has become her guardian angel to correct her English and to initiate conversation.

Incredible people--all of them. T.A. came to class every Tuesday and Thursday, went home to the Bronx to get up at 2:00 a.m. to be at work at 4:00 a.m. J.F. always insists every new word or expression be written on the board. M.G. attends class twice a week and the Wilfred Beauty Academy on Saturdays. This is in addition to being a wife and mother. F.L. rejoined our class recently. She is learning English not only for herself but for her baby who she so proudly talks about. M.N. and E.R. make the class a family affair. They are niece and aunt respectively. M. writes love letters in English to her boyfriend in Honduras. E. works around the clock, she says. She works, attends school and is raising her beautiful baby grandaughter. F.C. was an integral part of our class. He was the class perfectionist. He has now been given more responsibility at Marshalls. M.O. joined our class recently. She is a polyglot, but considers English her biggest challenge. She is making wonderful progress with the enthusiastic support of her fellow classmates. A.S. too, is a new addition to our class. Her classmates are in awe of her progress. It's been meteoric. Both M. and A. come from Poland. J.F. has been in America only a few months. He came from Nicaragua. He's eager to learn and especially to speak English quickly.

We are all a family. We come from Haiti, Poland, Honduras, Nicaragua, Peru, and Ecuador. All are talented and hard working and aspire to contribute to our country. They are important threads in the fabric of America.

SECTION V
GENERAL RECOMMENDATIONS

GENERAL RECOMMENDATIONS

Data Collecting and Reporting

1. Since a uniform data base is critical to assessing future program needs, reporting to funding sources and evaluating program impact, all programs participating in the CLC-Consortium Workplace Literacy Program should endeavor in future years to submit the kind of data listed in Section I of this report. In situations where programs cannot computerize their data, a standard reporting form, based on categories of information listed in Section I, should be given to all teachers at the beginning of their class cycles. Interval variables, such as age ranges, should be uniform on both handwritten forms and computer programs.

2. For programs that have computerized data bases, it would facilitate the evaluation process if the means that appear in sub-tables A in Section I were calculated by computer for each class type.

3. For the purpose of assessing needs and tailoring programs to meet these needs, it would be important to gain better data on retention and separation from the program. Since this category of information was not emphasized as important to this year's evaluation, it is recommended that a method of measuring this variable be developed. Information is needed on both rates of retention and separation, and reasons why students leave the programs. All programs should collect his information.

Evaluation

1. Individual programs are encouraged to analyze answers to specific questions on the Self-Report Questionnaire in order to monitor the implementation of their objectives. These responses could indicate areas of strength and weakness and may suggest modifications that need to be made in curriculum, teaching or evaluation.

2. The Self-Report Questionnaire provides the beginnings of a data base that can be used, if continued, to develop any number or correlational studies of responses to specific items, student characteristics, and tangible effects on jobs and education that can be used to fine-tune the program.

3. Since several programs felt questions on the Self-Report Questionnaire were not relevant to their programs or students and thus refused to give them, further work needs to be done to refine an instrument that can be used across the program but that can also meet the need for questions tailor-made to the particular goals and conditions of specific programs.

4. The effort to develop alternative measures of program impact has been informative and should be continued.

5. The CLC-Consortium needs to start developing agreed-upon common measures of program success. Everyone would agree that passing the G.E.D. and civil service tests are valid measures of program success. Further measures are needed to augment these in assessing program impact.

6. Since the John and TABE tests (the latter being the most widely used literacy evaluation instrument in the country) were felt by most program administrators to be inadequate measures of workplace literacy impact, further work is needed to develop objective, norm-referenced measures of literacy impact for this program.

7. Individual programs, such as ACTWU, that have begun to develop and administer locally developed instruments should continue to give such tests in subsequent class cycles so that a data base from which norms can be derived can be built. Attention needs to be paid to correlating test and gain scores with the amount of time students have been in a program.

8. Longitudinal studies are needed to assess the transfer of reading, writing, math and oral communication skills to the worksite and beyond. In order to facilitate this, the unions should consider the development of a tracking system that can follow the progress of students through the CLC-Consortium educational ladder itself, as well as into the workplace. Self-Report Questionnaires could be used to study the relationship between responses to specific items and success and drop-out rates in the program or workplace.

9. Perhaps a group of students could be identified across several unions who would be willing to be part of a longitudinal cohort whose progress could be mapped, say, over a five to ten year period.

10. The program's heavily female student body suggests some investigation into the pattern of male enrollment, especially in unions and job sectors where males and females are approximately equally represented.

11. A special study of issues related to attendance and retention is recommended. For instance, it is important to examine the correlation between certain teaching methods and curricula to retention rates whether the retention rates are higher in classes where specific workplace content provides the basis for teaching literacy skills, compared to relatively "content-free".

12. Since a central goal of the CLC-Consortium Program is job retention and mobility, it would be useful to have an assessment of employers' estimates of progress for students who have been in the workplace literacy program for over a year.

13. A number of innovative teaching strategies being used are described in the report. It is recommended that these strategies be compared with each other and with more traditional strategies, to assess their effectiveness.

14. In one of the case studies, students were successful in a G.E.D. program although their reading levels upon program entry were below those usually required. Further study needs to be made of the necessity of establishing reading level prerequisites prior to program acceptance.

15. Staff development efforts in the CLC-Consortium programs are varied. These efforts should be examined to assess their effectiveness.

Program-Wide Documentation

Continuation of work on a central library to house guidelines for primary elements comprising a workplace literacy program, modeled after the programs which are strong in these elements, is recommended.

APPENDICES

APPENDIX I

Program-Wide Self-Report Questionnaire

CLC WORKPLACE LITERACY PROGRAM
SELF-REPORT QUESTIONNAIRE

To Be Read Aloud By The Teacher

Fill in the top of the Answer Sheet first. On the top line, first write the first three letters of your last name. Then write the first letter of your first name. Then write your date of birth. If the month or day has only one number, put in a zero first. For example, January would be "01," February would be "02" and June would be "06."

Now write today's date. Now write the name of your union. Check whether you are male or female. Write your age. (Teacher: Continue to guide the students through the top of the answer sheet. Tell them what to write for the last question, which concerns language of questionnaire administration.)

Remember that all this information is confidential. No one will know who you are.

SECTION 1.

This section has to do with the amount of improvement you have made since starting this class. The questions are about reading, writing, speaking, and understanding.

These questions ask you to answer by circling a number which tells how much you think you have improved since the class began. Number "1" means that you think there has been no improvement; number "2" means a little improvement; number "3" means a medium amount; number "4" means a lot of improvement.

All your answers are completely confidential. No one will know how you answer.

Now listen to the questions. I will call out the number of the question you should be answering. Let us begin.

1. At work, has your reading improved? For example, is it easier for you to read manuals, memos, bulletin boards, work schedules, or directions?

   Answer No. 1 by circling the number that tells how much you have improved. Circle 1 if there has been no improvement; 2 if there has been a little, 3 if a medium amount; 4 if a lot.

2. Have you improved in reading signs or directions on the street, subway, bus, train, in stores, supermarkets, drug stores, or banks?

   Answer No. 2 by circling the number that tells how much you have improved. Circle 1 if there has been no improvement; 2 if there has been a little, 3 if a medium amount; 4 if a lot.

3. Have you improved in reading tags or labels on food containers, medicine bottles, clothing, or other things with tags or labels?

   Answer No. 3 by circling the number that tells how much you have improved. Circle 1 if there has been no improvement; 2 if there has been a little, 3 if a medium amount; 4 if a lot.

(Over)

4. Has there been any improvement in reading magazines, newspapers, or books?

   Answer No. 4 by circling the number that tells how much you have improved. Circle 1 if there has been no improvement; 2 if there has been a little, 3 if a medium amount; 4 if a lot.

5. Has there been any improvement in reading restaurant menus, phone books, calendars, bus or train schedules?

   Answer No. 5 by circling the number that tells how much you have improved. Circle 1 if there has been no improvement; 2 if there has been a little, 3 if a medium amount; 4 if a lot.

6. At work have you improved in filling out forms, time sheets, or writing memos, work orders, or telephone messages?

   Answer No. 6.

7. Have you improved in filling out forms for jobs, insurance, health, banks, money, licenses, school, church, or taxes?

   Answer No. 7.

8. Have you improved in writing personal letters, letters of complaint, letters to answer help wanted ads, notes, cards, or telephone messages?

   Answer No. 8.

9. Have you improved in understanding (English) conversation at work? For example, is it easier for you to understand your boss, co-workers, or other people at work?

   Answer No. 9.

10. Have you improved in understanding (English) conversation on the radio, TV, in the movies, or when strangers speak to you?

    Answer No. 10.

11. Has your (English) talking improved at work? For example, is it easier for you to ask questions when you don't understand? Do you talk more to your boss, co-workers, or other people at work?

    Answer No. 11.

12. Have you improved in speaking (English) to your family or friends?

    Answer No. 12.

13. Your job may require counting, estimating, measuring, calculating, or working with some form of numbers. Has your math on the job improved?

    Answer No. 13.

(Go to next page)

SECTION 2.

This section has to do with yourself or your family. These questions ask you to answer by circling a number that tells how much you think you have changed since the class began. Number "1" means that you think there has been no change; number "2" means a little change; number "3" means a medium amount; number "4" means a lot of change. Now listen to the questions.

14. Since the class began, are you now more interested in or do you know more about issues such as immigration laws, drug or gun control, environmental dangers, defense, or foreign relations?

    Answer No. 14 by circling the number that shows how much you have changed.

15. Are you now more interested in child care, health care, child abuse, drug abuse, battered women, housing, or your child's school?

    Answer No. 15 by circling the number that shows how much you have changed.

16. Do you now know more about places to go for help for job placement, general complaints, legal matters, money, health, education, housing, immigration, or counseling?

    Answer No. 16.

17. Do you now know more about how to use a library, dictionary, or encyclopedia?

    Answer No. 17.

18. Do you now visit more public places like museums, zoos, gardens, exhibit halls, or cultural centers?

    Answer No. 18.

19. Are you now able to do more things with your family, like read to your children or help them with homework, or discuss family matters?

    Answer No. 19.

(Over)

SECTION 3.

This section has questions that have to do with how this class has affected your confidence, hopes, and feelings. Circle the number that shows how much you have changed since starting this class.

20. Do you feel more confident when you read (ENGLISH)?

Answer 20.

21. Do you feel more confident when you write (ENGLISH)?

Answer 21.

22. Do you feel more confident when you speak (ENGLISH)?

Answer 22.

23. Do you feel more confident about understanding people when they speak (ENGLISH)?

Answer 23.

24. Do you you feel more confident about looking for a better job or working toward promotion?

Answer 24.

25. Are you more interested in union activities?

Answer 25.

26. Do you have more hope of someday getting a promotion or a better job?

Answer 26.

27. Do you now have more hope of someday getting a GED, college degree, or certificate for completing your education?

Answer 27.

28. Do you like your class better than when you first began attending?

Answer 28.

29. Is it easier to come to class regularly than when you first began attending?

Answer 29.

30. Does your family show more support for your taking this class than when you first began attending?

Answer 30.

(Go to the next page)

SECTION 4.

This section asks you about your job and education. Your answer sheet has the words YES and NO next to each number. If your answer to the question is YES, circle YES; if NO, circle NO.

31. Since the start of class, have you been promoted at work or received more money?

    Answer 31. Circle YES if you answer is YES; NO if NO.

32. Since the start of class, have you been promised a promotion or have you been given more responsibilities?

    Answer 32.

33. Has taking this class helped you keep your job?

    Answer 33.

34. Since this class began, have you taken a new job?

    Answer 34.

35. Has this class helped you get a certificate, diploma, or fulfill requirements for a job or promotion? For example, you may have received a GED, citizenship, become certified for a job, or passed examination for a higher job.

    Answer 35.

36. Do you plan to enroll in any new course to learn more about a particular job?

    Answer 36.

37. Do you plan to enroll in a course such as G.E.D., E.S.L., or Basic Education?

    Answer 37.

38. Would you recommend this program to others?

    Answer 38.

THIS IS THE END OF THE QUESTIONS. THANK YOU VERY MUCH FOR YOUR COOPERATION.

CLC WORKPLACE LITERACY PROGRAM
SELF-REPORT QUESTIONNAIRE

TEACHER DIRECTIONS

The attached self-report questionnaire has directions and questions which are to be read aloud to the class as a whole. Students are to answer each question, after you have read it aloud, on their separate answer sheets. They are not given the questions. The questionnaire should be administered to Level 1 E.S.L. students in their native language. (Directions and questions are to be translated by the person who administers the questionnaire.)

1. Tell the students that they are going to be asked some questions about how the Workplace Literacy Program may have affected them.
    - We are interested in how they may have improved or changed as a result of the class they are attending now.
    - We don't expect every person to have improved or changed in all the activities covered by the questions.
    - Ask them to please make their best effort to give us the most accurate information. In other words, we don't want them to give us the answers they think we want.
    - All information that they give will be completely confidential.
    - We are not asking them for their name.
    - The information given is being used only for research into how well the program is doing.
    - We thank them very much for their help.
2. Have the students fill out the information requested on the answer sheet.
3. You should administer all the questions unless the director of your program has indicated otherwise.
4. If your class is an E.S.L. class, please emphasize that all questions about reading, writing, speaking, and understanding refer to ENGLISH.
5. All instructions and questions on the attached questionnaire should be read aloud to the students. Read the word "ENGLISH"" which appears in brackets in certain questions only if your class is E.S.L.
6. Before beginning, tell the students that you are going to read each question aloud and that they are to circle their answers on the answer sheet. The answers are numbered to correspond to the questions. Read the number.

Thank you very much for your cooperation which we greatly appreciate.

CLC WORKPLACE LITERACY PROGRAM
SELF-REPORT QUESTIONNAIRE

The purpose of this material is to document the success of the Workplace Literacy Program.

This questionnaire packet consists of the following three components:

1. TEACHER DIRECTIONS
2. SELF-REPORT QUESTIONNAIRE
3. STUDENT ANSWER SHEETS.

DESCRIPTION OF COMPONENTS

1. The Teacher Directions cover preliminary information for administering the questionnaire.
2. The Self-Report Questionnaire consists of directions and questions which the teacher reads aloud to the whole class. The questionnaire is for the teacher only; it is not given to the students.
3. The Student Answer Sheet which requests information about the student, and provides spaces for answers. Each student is given an Answer Sheet.

The questionnaire asks for two types of answers:

a. Rating

Questions 1 through 13 require the student to rate improvement on a scale from 1 to 4 (1 = no improvement; 2 = little improvement; 3 = medium improvement; 4 = a lot of improvement).

Questions 14 through 30 require the student to rate change, using a similar scale (1 = no change; 2 = a little change; 3 = medium change; 4 = a lot of change)

The answer sheet has the numbers 1 to 4 printed for each answer based on the student's rating.

b. YES/NO. Questions 31 through 38 require a YES or NO answer. For this type of answer, "Yes" and "No" are printed.

PLEASE TURN OVER FOR "TEACHER DIRECTIONS"

CLC WORKPLACE LITERACY PROGRAM
SELF-REPORT QUESTIONNAIRE

STUDENT ANSWER SHEET

					Month		Day		Year
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First 3 letters of your last name			First letter of your first name	Your date of birth					

Date ____________________ Union ____________________

(Check one) ____ Male ____ Female Age __________

Language you speak at home __________________ Highest Grade Completed _____

How long have you been attending this class: ____ Months

Type of class (check one): ___ Basic Education ___ G.E.D. ___ E.S.L. ___ Other

If Employed:

Type of job when you began this class ________________________________

Type of job you have now ________________________________

How long in current job? ___ Years ___ Months

Language of questionnaire administration ________________________________

SECTION 1. **AMOUNT OF IMPROVEMENT**

Answer No.	None	Little	Medium	A Lot
1.	1	2	3	4
2.	1	2	3	4
3.	1	2	3	4
4.	1	2	3	4
5.	1	2	3	4
6.	1	2	3	4
7.	1	2	3	4
8.	1	2	3	4
9.	1	2	3	4
10.	1	2	3	4
11.	1	2	3	4
12.	1	2	3	4
13.	1	2	3	4

(OVER)

Section 2.

Answer No.	AMOUNT OF CHANGE None	 Little	 Medium	 A Lot
14.	1	2	3	4
15.	1	2	3	4
16.	1	2	3	4
17.	1	2	3	4
18.	1	2	3	4
19.	1	2	3	4

Section 3.

Answer No.	AMOUNT OF CHANGE None	 Little	 Medium	 A Lot
20.	1	2	3	4
21.	1	2	3	4
22.	1	2	3	4
23.	1	2	3	4
24.	1	2	3	4
25.	1	2	3	4
26.	1	2	3	4
27.	1	2	3	4
28.	1	2	3	4
29.	1	2	3	4
30.	1	2	3	4

Section 4.

31.	YES	NO
32.	YES	NO
33.	YES	NO
34.	YES	NO
35.	YES	NO
36.	YES	NO
37.	YES	NO
38.	YES	NO

APPENDIX II

Amalgamated Clothing and Textile Workers' Union Curriculum Samples, Placement and Evaluation Tests, Staff Development Evaluation

from: How We Live

WHAT IS YOUR NAME? WHERE DO YOU WORK?

MY NAME IS SARA. I WORK IN THE HOUSE.

MY NAME IS DONNA. I WORK IN A LAUNDROMAT.

MY NAME IS TONY. I WORK IN A FOOD STORE.

What is your name? Where do you work?

Find the answers to these questions on the pages with pictures.

1. Where does Sara work? She works in the house.
2. Where does Donna work? ______________________________
3. Where does Tony work? ______________________________
4. Where does Teresa work? ______________________________
5. Where does Cecilia work? ______________________________
6. Where does Isabel work? ______________________________
7. Where does Julie work? ______________________________
8. Where does Fanny work? ______________________________
9. Where do you work? ______________________________

Find someone in the class that works in these places.
Put their name in the blank space.

1. ____________________ works in the house.
2. ____________________ works in the laundromat.
3. ____________________ works in a food store.
4. ____________________ works in a factory.
5. ____________________ works in an office.
6. ____________________ works in a restaurant.
7. ____________________ works in a hospital.
8. ____________________ works in a clothing store.

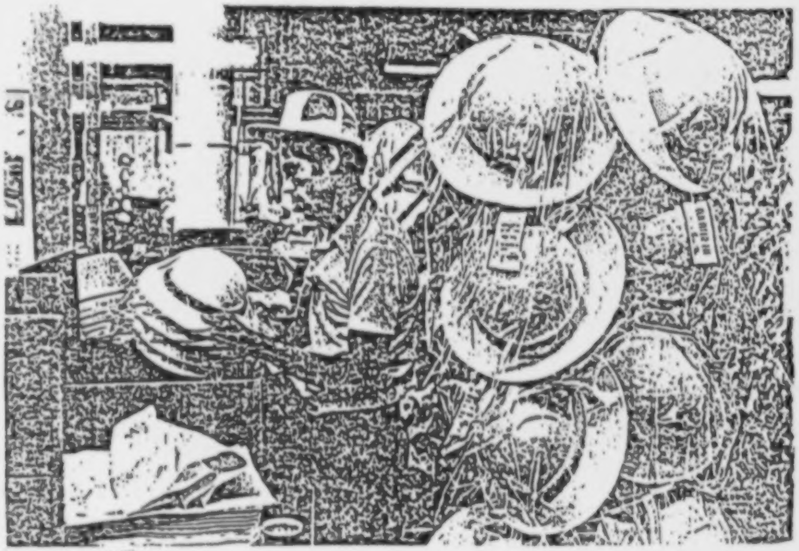
from: Our Work

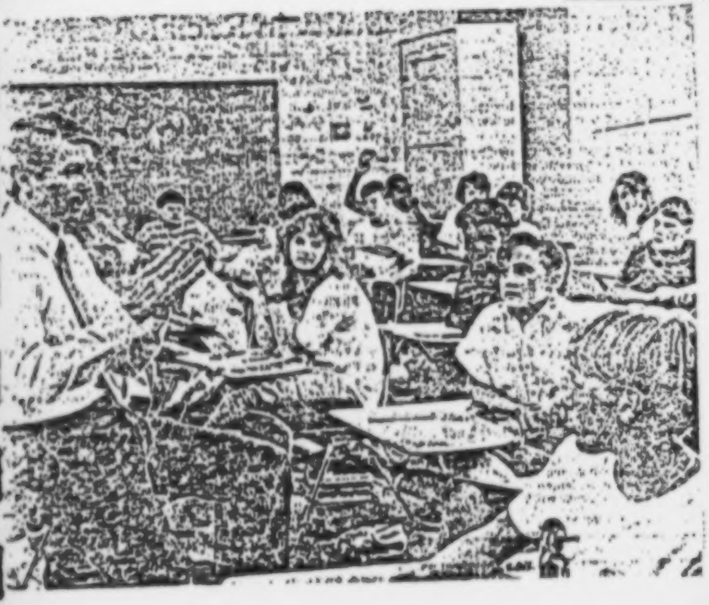
SKILLS:
PRESENT TENSE BE
(affirmative and negative)

Look at each picture and read the question next to it. Then write an affirmative and negative answer.

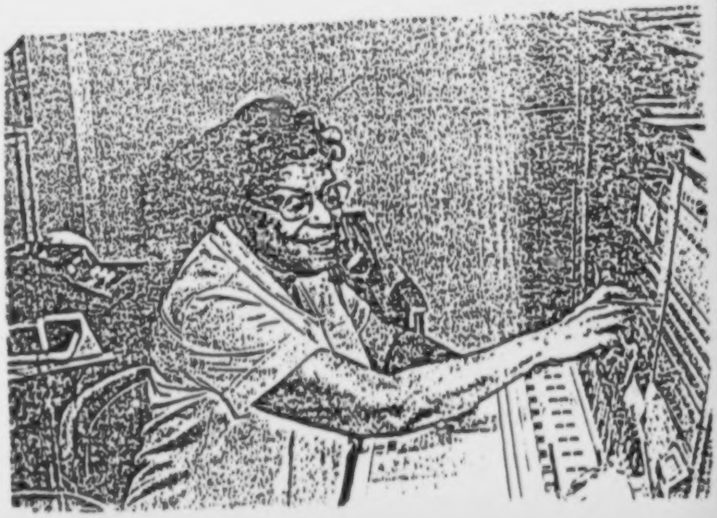
Example: Is she a teacher?
No, she is not a teacher.
She is a doctor.

Is he a cook?
No, ______________________.
He ______________________.





Is he a driver?
No, ______________________.
He ______________________.



Is she a dishwasher?
No, ______________________.
She ______________________.

SKILLS:
PRESENT TENSE
PAST TENSE

Read the story about Jose Garcia and fill out his claim form with the information from the story. Leave blank all the information that is not in the story.

Jose Garcia lives at 182 West 125th Street in New York. He is 37 years old and single. He is a janitor at Tudor Clothing Company. The other day he was sweeping the floor and a box fell on his head. Jose hurt his neck and can't work. He wants workers compensation. He makes $175 a week and needs the money to live. He wants his Union to help him.

ART A — CLAIMANT'S STATEMENT (Please Print or Type) ANSWER ALL QUESTIONS

2. My Social Security Number is: ☐☐☐ ☐☐ ☐☐☐☐

1. My name is ....
First Middle Last

3. Address ....
Number Street City or Town State Zip Code Apt. No.

Tel. No. .... 4. My age is .... 5. Married (Check one) ☐ YES ☐ NO

6. My disability is (if injury, also state how, when and where it occurred) ....

....

7. I became disabled on .... a. I worked on that day ☐ YES ☐ NO
Mo. Day Year

b. I have since worked for wages or profit ☐ YES ☐ NO If "Yes," give dates ....

....

8. Give name of last employer. If more than one employer during last eight (8) weeks, name all employers.

Employer's			Dates of Employment						Average Weekly Wages (Include Bonuses, Tips, Commissions, Reasonable Value of Board, Rent, etc.)
			From			Through			
Business Name	Business Address	Telephone No.	Mo.	Day	Yr.	Mo.	Day	Yr.	

9. My job is or was ....
Occupation Name of Union and Local No., if Member

Les Levine subway poster, 1982, cosponsored by the Lower Manhattan Cultural Council and the Public Art Fund with support from the National Endowment for the Arts

PICTURE D

SKILLS:
PREPOSITIONS
PRESENT CONTINUOUS
PRESENT TENSE TO BE
LESSON IDEA:TEACHER
INSTRUCTIONS

Tape pictures A-E on the board a distance from each other. Give each student a sentence card that describes the pictures. Have students come to the board and tape their sentence under an appropriate picture. A sentence may describe more than one picture.

Example sentence cards:

People are on the train.

A woman is standing next to the door.

A little boy is on the train.

The train is on the tracks.

A woman is sitting across from a man.

A woman is sitting between two women.

A girl is sitting next to a sign.

A man is standing next to the conductor.

A woman is standing next to the pole.

Mannhattan is across from Queens.

People are standing between the stairs and the train.

People are in the station.

The train is in the station.

People are standing in the middle of the platform.

The woman and the little boy are walking to a seat.

People are walking to the train.

ACTWU WORKER EDUCATION PROJECT

Esl placement & Evaluation test

Teachers Instructions

Pages 1 - 3

This section of the test evaluates aural comprehension without regard to the student's level of native language literacy.

Procedure: Ask students to circle the picture of the word or phrase they hear. All instructions are in English and should be given simply and may be repeated. For example: "Circle the word you hear." Use the cardboard illustration card to show what you mean. You may repeat the word or phrase twice. If the student still doesn't understand tell her/him not to worry and go on to the next.

Page 1

1) you say "Number 1, table."

2) "Number 2, Key."

3) "Number 3, Man."

4) "Number 4, Needdle."

page 2 Say the number before you say each sentence. Go slowly.

1) The man is eating lunch.

2) The woman is looking at the schedule.

3) The man is sweeping.

4) The men are cooking.

page 3 Say the number before you give the time.

1) "the time is 5 o'clock "

2) "The time is twelve thirty."

3) "the time is four fifty."

4) "The time is three thirty five."

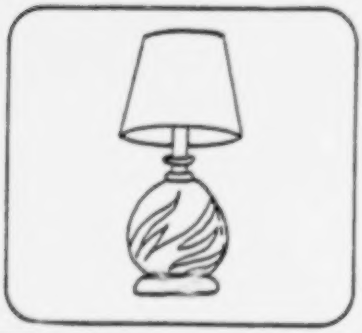
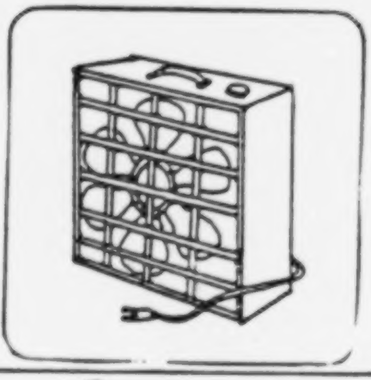
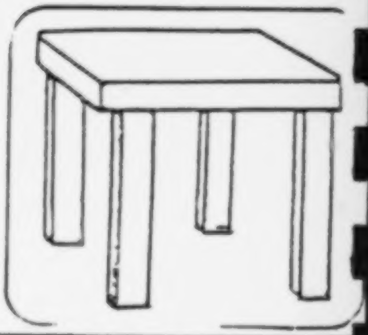
5) "The time is six twenty."

Pages 4 - 6

The section presupposes independent reading ability. Students who are unable to manage pages 1 - 3 at all should be asked to go on with page 4, under your careful attention. If this too, seems entirely impossible, ask the student to stop and attend to her/him once the others have begun working on the rest of the exam individually.

Name: ______________________________ Date: ______________________

1.

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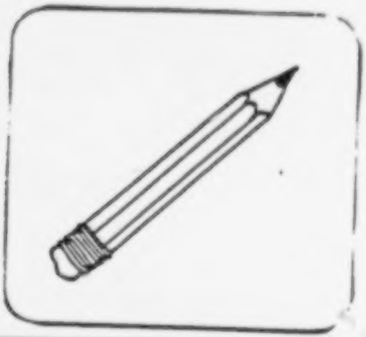
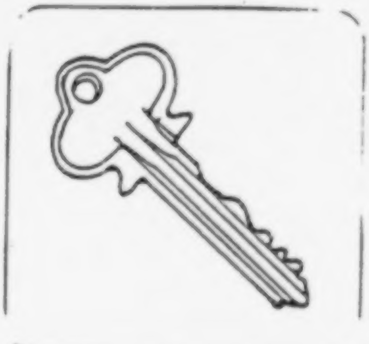
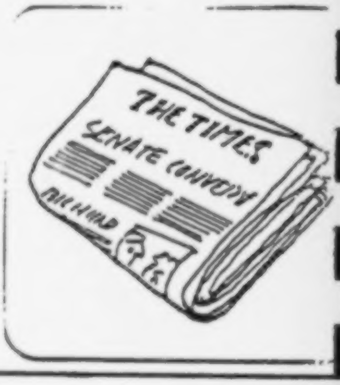
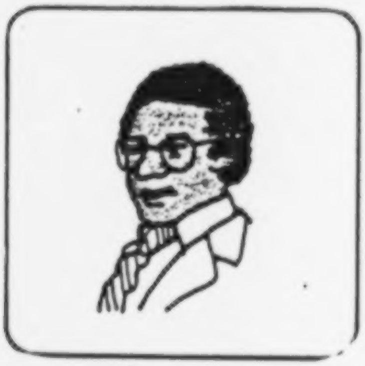
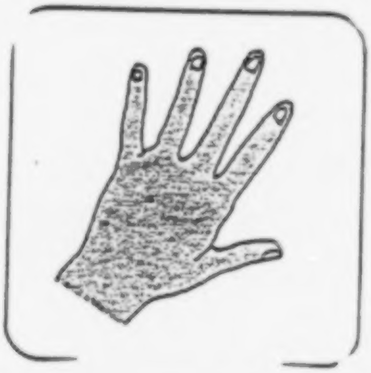
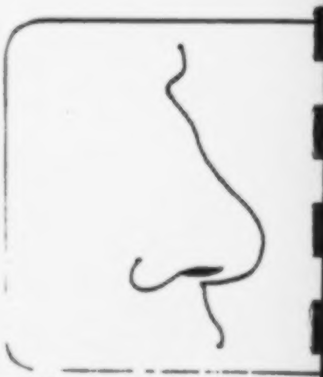



THE TIMES
SENATE CONVENE

3.

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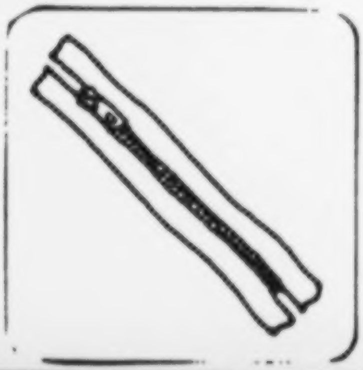
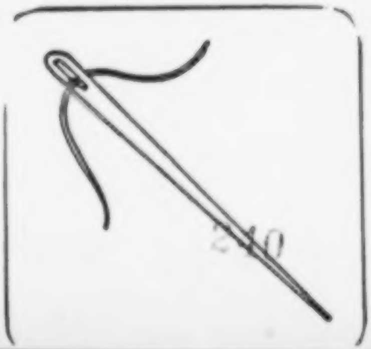
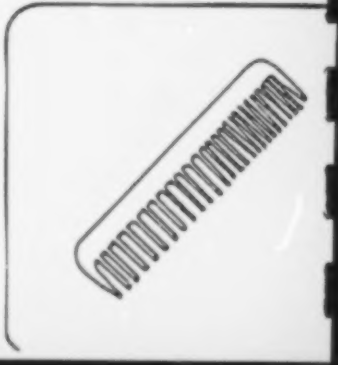

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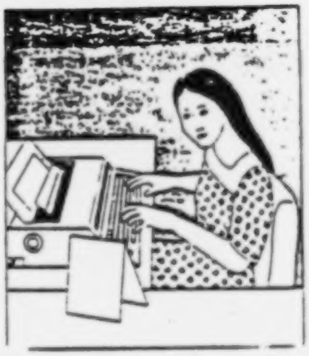

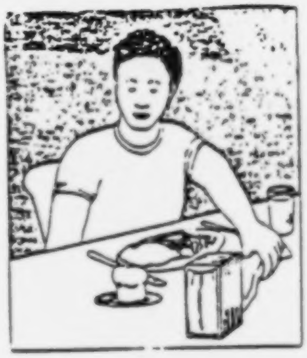

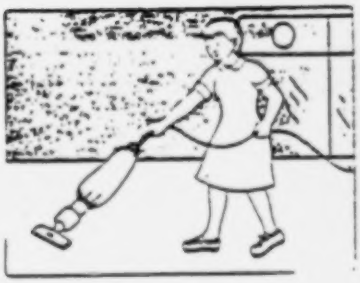

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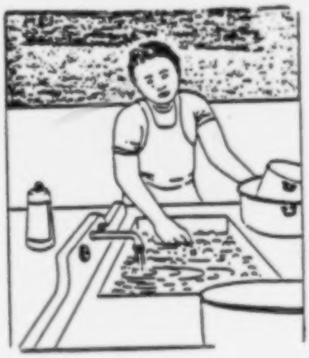

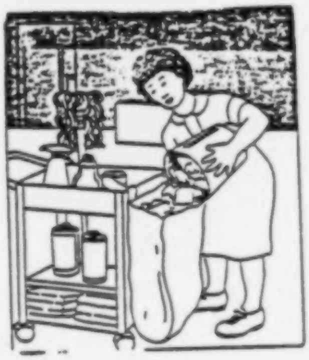

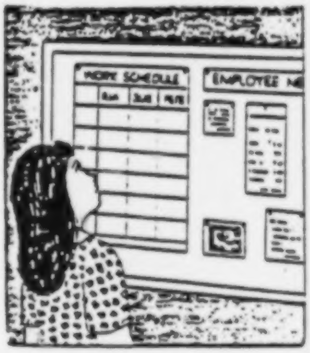
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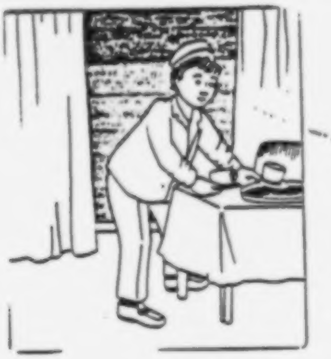

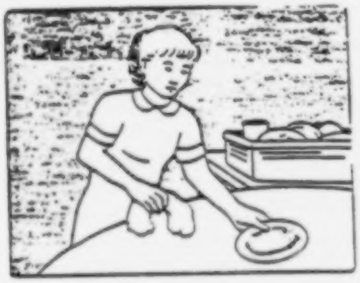

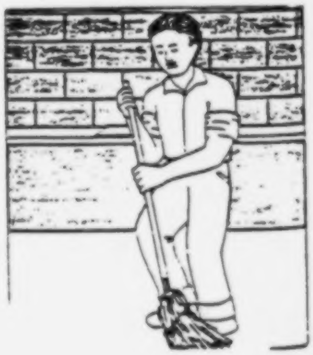

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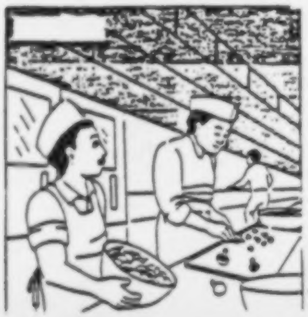

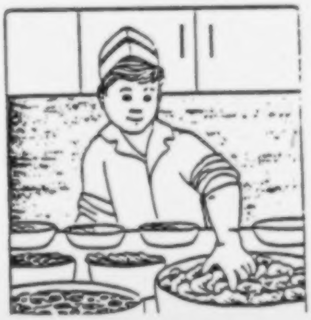

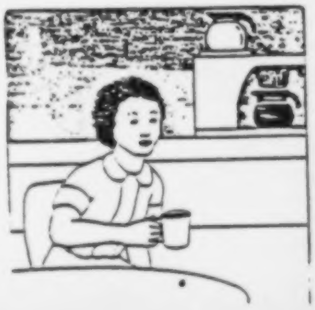

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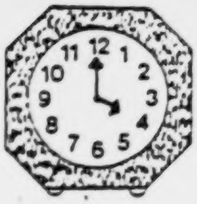
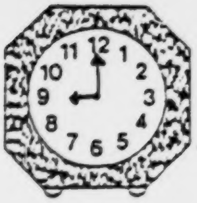
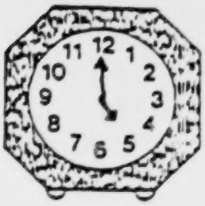

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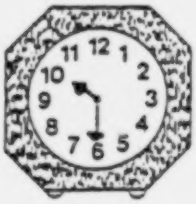
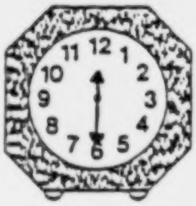
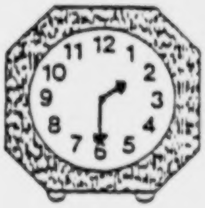

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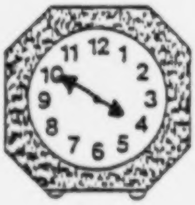
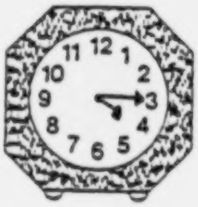
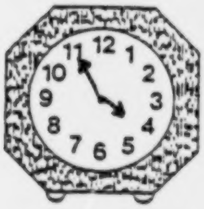

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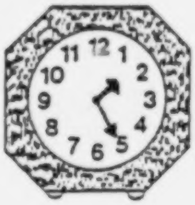
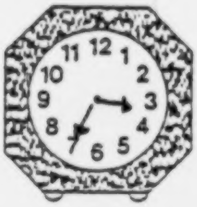
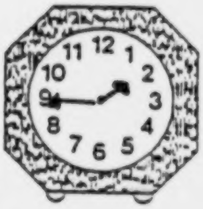

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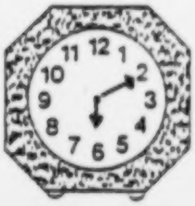
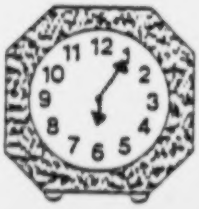
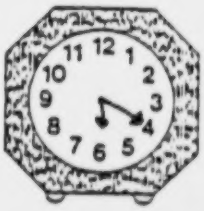




Complete the correct word. Ex. Susan ___is___ a teacher.
is are

1) Teresa __________ from Peru.
is are
2) Jose and Teresa __________ from Peru.
is are
3) I __________ hungry.
is am
4) They __________ at work.
is are
5) We __________ happy.
is are
6) Carmen __________ in a restaurant.
work works
7) Altagracia and Carmen __________ in a factory.
work works
8) You __________ a lot of coffee.
drink drinks
9) We __________ lunch at 12:00.
eat eats
10) I __________ the subway to work.
take takes

Read the question and the answer then complete the correct word for the question.

1) ____________________ are you from? I am from Guatemala.
where when who what

2) ____________________ is your birthday? My birthday is on June 6th.
where when who what

3) ____________________ is your name? My name is Tony.
where when who what

4) ____________________ is your teacher? My teacher is Ramon.
where when who what

5) ____________________ do you eat lunch? I eat lunch at work.
where when who what

6) ____________________ do you eat for lunch? I eat Chinese food.
where when who what

7) ____________________ tokens do you use in a week? I use ten tokens.
How many How much

8) ____________________ time do you need to get to work? I need one hour.
How many How much

Read the story then change it to the past.

Sandra works in Brooklyn in a clothing factory. She starts her job at 3:30 AM. She finishes her job at 5 PM. She has a lot of friends at her job. They make men's pants.

Last year Sandra ____________ in Brooklyn in a clothing factory. She____________

Answer the questions in complete stentences.

Example: What is your name?
My name is Sonia.

1) Where do you live?

____

2) Whom do you live with?

____

3) How old are you?

____

4) Where do you come from?

____

5) What television programs do you watch?

____

6) What kind of work do you do?

____

7) How many hours do you work per week?

____

8) How did you hear about the classes?

____

9) Why do you want to study English?

____

ACTWU Worker Education Program
ESL Placement and Evaluation Test
Teacher's Instructions

Page 1:

This section of the test evaluates aural comprehension without regard to the student's level of native literacy.

Procedure:

Ask students to put an **X** on the picture which represents what you say. Use the blackboard to ilustrate what you mean. Draw a house, an apple and a table, then say "**put an X on the apple**". Instructions for this page and pages 2 and 3 may be given in Spanish only if you realize your students don't understand the instructions given in English.

Page 1, Teacher's oral instructions to students:

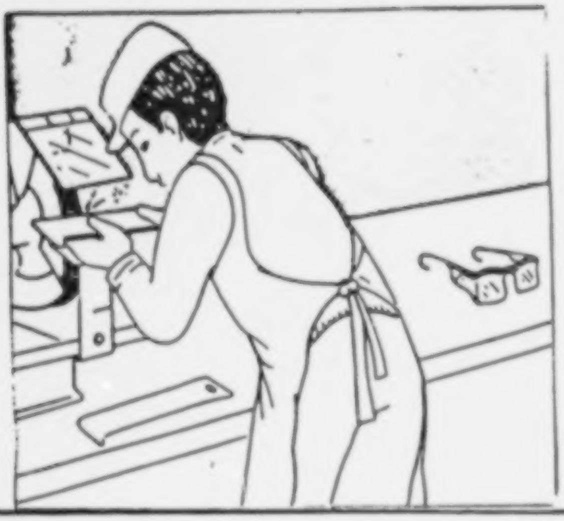
1) You say "look at picture number 1, put an X on the hat".
"look at picture #1, put an X on the glasses".

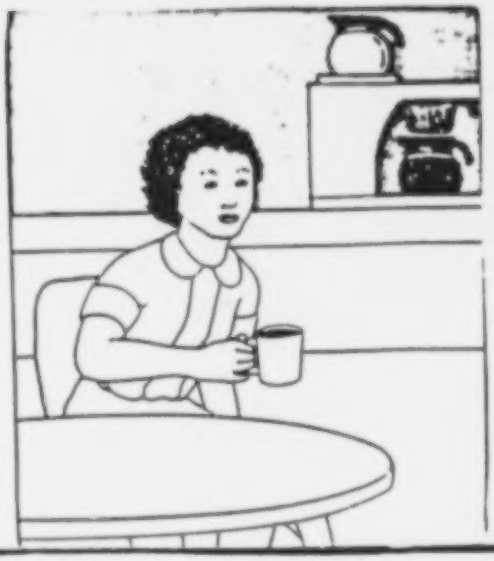
2) "Number 2, put an "X" on the coffee pot and put an "X" on the table".

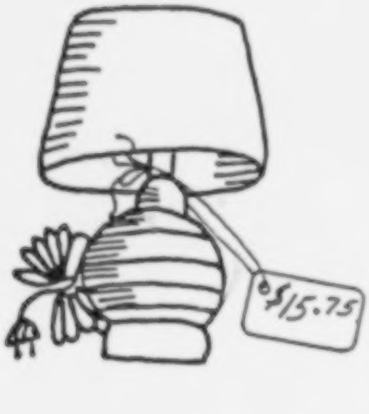
3) "Number 3, put an "X" on the lamp that costs $18.25".

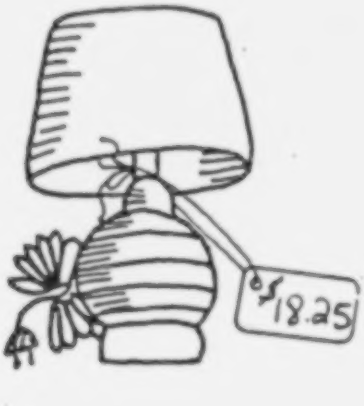
4) "number 4, put an "X" on the fan that costs $24.75".

(Used as Post-Test 1989)






$15.75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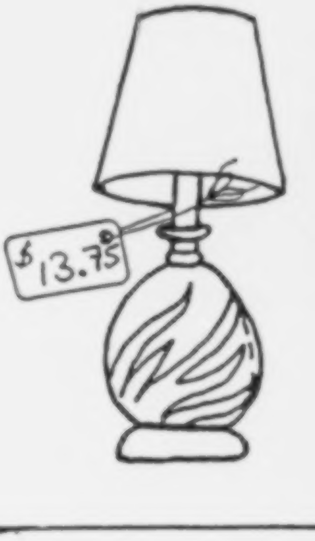
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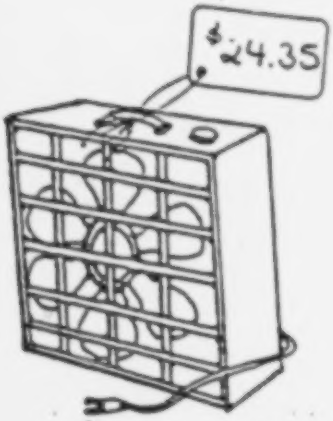
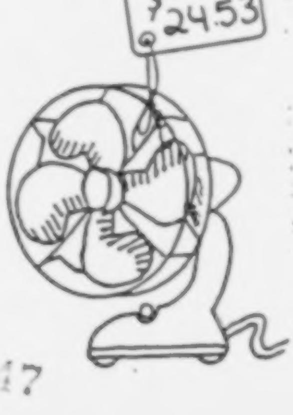

$24.35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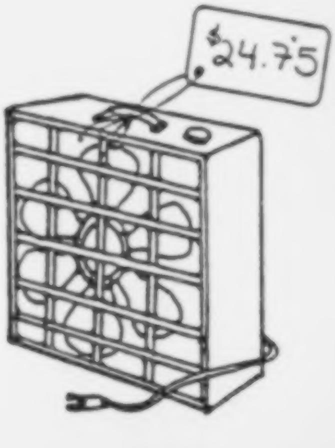
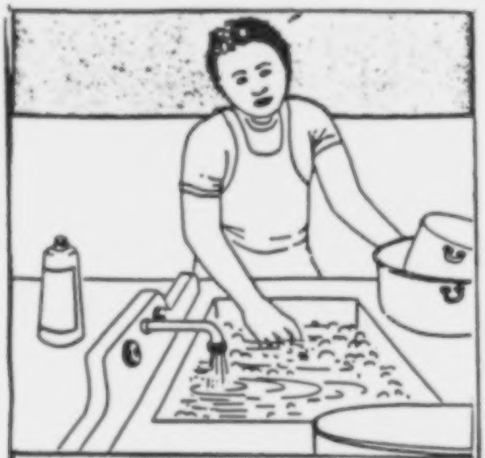

$24.75

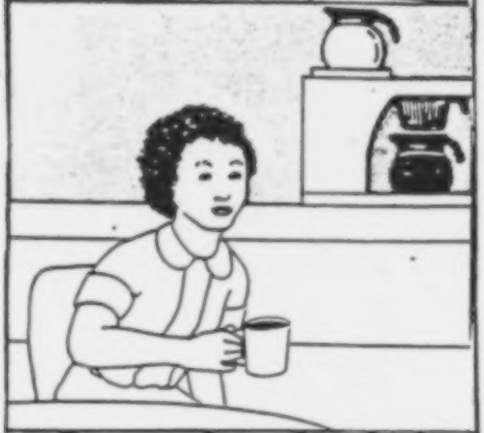
Look at the pictures on this page. Write what the people are doing on the line next to each picture.

1.



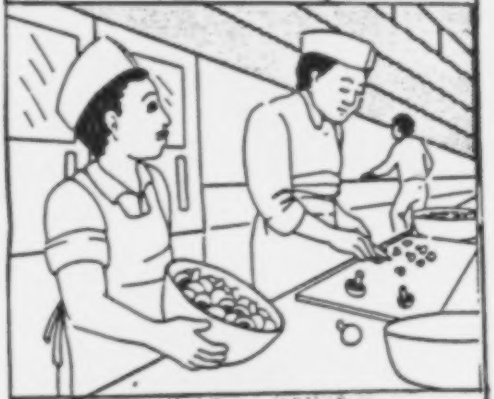
Juan is washing the dishes.

2.



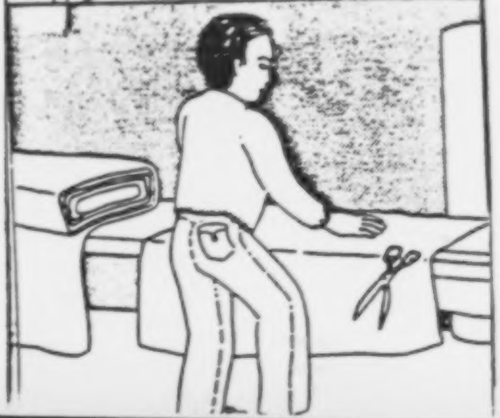
Ana ______________________________.

3.



Roberto and Samuel ______________________

4.



Eddy______________________________

Read the questions and choose the answer which makes sense. Write the answer on the line next to the question.

1. What's the matter? ______________________________.

   Yes, I do.
   I'm from Mexico.
   I'm Sick.

2. Where do you work? ______________________________.

   In a clothing factory.
   From 8:30 to 5:30.
   With a lot of people.

3. How are you? ______________________________.

   I'm 25 years old.
   I'm fine, thanks.
   I live in Brooklyn.

4. Excuse me, where's 331 West 17th Street? ____________________.

   Today is May 25th.
   It's between 8th and 9th Avenues.
   It's $7.84.

5. How much does it cost? ______________________________.

   It's twenty dollars and thirty five cents.
   It's hot.
   It's seven o'clock.

Read the story about Marie's job, then answer the questions.

Marie's job

My name is Marie. I came from Haiti two years ago. In Haiti I was a French teacher. I worked with children and loved my job. Here in New York I work in a clothing factory. I don't like my work. I do piecework, so I work very fast. I sew one coat lining in an hour. They pay me $2.00 for each piece. After work my hands hurt all the time. I don't take breaks and never leave my chair. I take 45 minutes for lunch and eat at my work table. I sometimes take work home and sew on weekends. I want a different job, but need more English. Maybe one day I can teach French here in New York.

1) Where does Marie work? ______________________________

____

2) What did she do in Haiti? ______________________________

____

3) Did she like her job in Haiti? ___________________________

____

4) Does she like her work in New York? ______________________

____

5) How long does it take her to sew the lining on one coat? __________

____

6) How much does she get paid for each piece? _________________

____

7) What does Marie want to do one day? ______________________

____

8) What kind of work did you do in your country? _______________

____

Write a paragraph describing your work here in New York. Base your paragraph on answers to the following questions. Elaborate as much as possible.

My Work

What type of work do you do? How long have you had your job? How did you find your job? How many people do you work with? What language do you speak at work? Do you work part-time or full-time? Do you work overtime? How is the boss or supervisor at your job? Is your work hard or easy? What problems do you have at work? If you could improve something about your job, what would it be and how would you do it? Will studying English increase your possibilities for a more interesting or better salaried job? Why? Why not?

My Work

cont.....

Read the following story. Circle the correct verb or verb phrase in parenthesis.

OUR DEGREES HAVE VALUE, TOO

In my country I was an electrical engineer. I studied five years in the National University to get my degree. My relatives helped me (coming, to come) to the United States. I (wanted, was wanting) to work here as an electrical engineer. My brother (take, took) me to his company. They told him that I (could have to, would have to) learn how to speak, read and write English in order to find work. I went to work in a clothing factory. It was very difficult for me because I (never worked, had never worked) with my hands. I made a big effort to learn English. I went to free classes every night from six to nine, Monday through Thrusday. On Saturday I registered for a class at a Community College to learn writing. After one year in this country I went back to the company. They told me that my English (had improved, has improved), but now I needed a degree from this country. I (should, could) not believe it. How could they tell me that my degree of five years from a National University was not as good as a four year degree from one of their colleges? So I decided to fight this one. I looked for information. I learned that there is an organization called "World Education Service"; their specialization is to find the equivalency of degrees from foreign countries. I was also told that if I send the original transcript with a notarized translation, they (charge, would charge) a small amount of money for the evaluation. I followed instructions.

When the evaluation came back I could not believe it. They said that my degree (was, had been) equivalent to a Bachelor of Science from the United States plus one year of graduate studies.

I (am feeling, felt) so good. I went back to the company and, finally, they gave me an interview for a job as an electrical engineer.

NOMBRE : ____

Lea la oración y subraye la respuesta correcta.

1. Cuando usted ha adquirido algo, usted ha

   cedido obtenido donado entregado

2. Cuando usted está previniendo algo, usted esta

   incluyendo impidiendo moviendo suponiendo

3. Algo que es antiguo, es algo que es

   moderno nuevo reciente viejo

4. Una ocasión que es solenme, es una ocasión

   seria sencilla alegre agradable

5. Cuando alguien esta pensativo, esta

   sensitivo compasivo reflexivo deprimido

6. El origen de algo, es

   el desarrollo el resultado el comienzo el final

7. Una forma compleja, es

   complicada sencilla incomoda simple

8. Cuando algo es obvio, es

   oscuro claro descolorido desconocido

LECTURA :

Pocas ciudades en el mundo están dotadas de la variedad de restaurantes, mercados, bodegas y proveedores de alimentos que tenemos aquí en Nueva York. La abundancia de comida y lugar para consumirla salta a la vista practicamente en todas las esquinas. Sin embargo el hecho de que haya comida para ser ingerida no significa que todo el mundo tenga dinero para comprarla. Para un numero creciente de neoyorquinos, el hambre se ha hecho una experiencia cotidiana.

La comisión sobre el hambre "East Harlem Interfaith" reporta en su informe anual que el hambre está tomando dimensiones desenfrenadas en la ciudad y que la mayoria de las victimas son niños. Los investigadores visitaron comedores de emergencia y encontraron que unos 275,000 niños sentiran los tormentos del hambre este año. Las enfermedades relacionadas con el hambre, incluyendo la anemia y la malnutrición han aumentado rapidamente, como consecuencia.

Según la lectura, subraye la respuesta correcta.

1. Se dice que en Nueva York hay abundancia de comida porque:

es variada
es traida de muchos paises
se consigue en todas las esquinas
es enlatada

2. El hambre se ha hecho una experiencia cotidiana para muchos neoyorquinos por la falta de :

calidad en los alimentos
dinero
comida
restaurantes buenos

3. La mayoria de las victimas del hambre en Nueva York son :

las mujeres
los ancianos
los niños
los animales

4. El informe de la comisión sobre el hambre se hace :

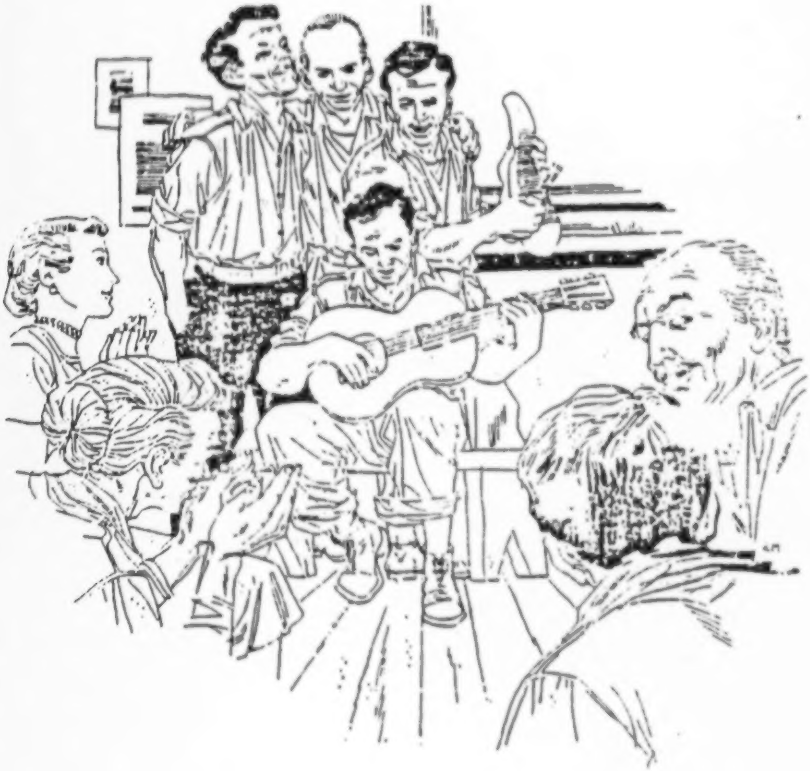
cada semana
cada día
cada año
cada mes

5. De las siguientes enfermedades cuál está relacionada con el hambre.

   la anemia
   la viruela
   la artritis
   el catarro

6. Diga de que trata la lectura anterior.

Observe la lamina y haga una descripcion



Formative Evaluation of ACTWU's Teacher Development
Conducted by Paul Jurmo
Business Council for Effective Literacy

General Comments

Teachers generally appear to appreciate what the ACTWU education program is trying to accomplish for its learners. They also appreciate the support they receive from ACTWU staff. The relations between staff and teachers are generally seen as very good.

As evidence of their interest in the program, the teachers provided many specific, insightful ideas for how the quality of the initial interviews and professional development activities might be improved. They made these suggestions with a positive, constructive spirit.

Their most pressing concern is not so much with the quality of the help they are receiving as with the quantity of support they get. They feel that both staff members and teachers are limited in the amount of time which can be given to professional development activities.

ACTWU teachers feel that professional development is vital in a program which aims at tailoring instruction to specific needs and experiences of the learners. They argue that sufficient funding must be provided to pay for: (1) the staff required to implement professional development activities; and (2) the time which teachers need to give to their own professional development as well as class preparation.

This need for funding to support professional development activities came up time and time again during the interviews. If resources are not made available to deal with these needs, ACTWU will not be able to significantly improve its professional development system.

Not only do staff need to find funding for these immediate needs, but staff and teachers need to take on ongoing roles as advocates for the kind of adult education which ACTWU is trying to practice.

Recommendations

I. Recruitment of teachers

Long-term: Due to lack of time and to the fact that staff didn't feel teacher recruitment was an immediate area of concern, no feedback was gathered from teachers on this issue. If staff feels that it is a concern in the future, it might implement a relatively short series of interviews or questionnaires to get teachers' feedback on the kinds of questions already developed in Section I of the teacher interview guide.

II. Initial interview

Short-term: In initial interviews with new teachers, staff should continue its current practice of explaining the philosophy and structure of the program. But staff should place greater emphasis on making it clear what kinds of instructional techniques teachers can choose from to put the philosophy into practice.

Short-term: When explaining the "level" system, staff should try to more clearly specify which techniques and materials are most appropriate for each level of students.

Short-term: In initial interviews, staff should stress that, because few new teachers have had much experience using a learner-centered approach, no teacher will "have all the answers." Thus teachers should not feel embarrassed about asking questions of staff and fellow teachers, as necessary.

Long-term: Staff might prepare at least two additional guidebooks to give to new teachers: (1) a "procedures manual" detailing how to handle absenteeism, how to fill out Board of Education paperwork, use of the file drawer, etc. and (2) a handbook with additional teaching techniques beyond those contained in the curriculum guide. Staff should consider having current teachers contribute to the development of both guidebooks.

Long-term: In addition to the two practically-oriented books described above, another book might be prepared containing statements of program goals and philosophy, with input from teachers themselves. These statements might be concise, informal anecdotes or statements, loosely collected under a title like "Why I Think the ACTWU Program Is Important." This book could be revised periodically with additional input from new teachers. It would not only help new teachers understand the philosophy but help current teachers feel they had a say in shaping the program philosophy.

Short-term: Staff should not establish any kind of "probationary period" for new teachers, because teachers are likely to feel intimidated by the idea. But staff should continue to encourage new teachers to ask questions and make suggestions in their early months in the program. Staff might tell new teachers up front that ACTWU has no formal contract or trial period for new teachers. The program encourages teachers to do their best to live up to program goals and to feel free to ask questions and make suggestions at any time.

III. Professional development of teachers

A. General relations between staff and teachers

Long-term: Staff should continue its practice of being open and supportive to teachers. Staff should look into hiring additional staff to handle administrative matters in order to free supervisory staff to work more directly with teachers.

Short-term: Staff should consider posting a schedule of when they will be available to help teachers.

Long-term: Staff should consider placing a photocopy machine in a central spot accessible to teachers, so they can make copies of materials they need for their classes. This copying machine might be placed next to a resource library from which teachers can borrow books.

Short-term: With teacher permission, staff should circulate a list of telephone numbers of all teachers. This would facilitate peer-help and general communications among teachers.

B. Teachers' meetings

Short-term: Staff should consider organizing future teacher meetings (1) according to levels and (2) around specific curriculum-related concerns. Teachers are most immediately concerned with having practical teaching techniques which they can adapt to various topics. At the beginning of each semester, teachers should be given the opportunity to work in teams to develop a syllabus for their respective Levels. This would not only develop teachers team spirit and curriculum-planning skills, but would help the various classes and levels mesh with each other more smoothly.

Short-term: When planning the above teachers meetings, staff should consider teachers suggestions for including at least a half hour in which teachers share practical techniques with each other. Staff members can also demonstrate practical techniques.

Long-term: Staff should look into finding funding to pay teachers for participation in additional teachers meetings. Funders should be shown that professional development is vital for a program of this type.

C. Classroom observation

Short-term: Staff should make the purpose of observations clear to all new teachers, to avoid intimidating them.

Long-term: Staff should hold some kind of workshops with teachers in which teachers could help define the purpose and focus of observations. In this way, teachers will see the observations as something of use to them rather than just a way for staff to "spy" on them. And staff will have a clearer idea of what problems the teacher is having and, thus, what should be looked for in the observation.

Short-term: Staff need to make time to allow observer to give feedback to the teacher who has been observed.

Long-term: Staff should consider enabling one teacher to observe another teacher in action. This would provide further opportunities for peer-counseling among teachers.

D. Curriculum manual and reference materials

Long-term: Staff need to recognize teachers' hunger for practical techniques with which they can implement the program philosophy. The curriculum manual is valued, but is not enough by itself. Staff need to develop more materials specifically designed for the various Levels, to avoid having the same themes dealt with in too many Levels.

Long-term: Staff should consider having curriculum-development workshops or other mechanisms in which teachers can develop topics and techniques for use by other teachers. These curriculum units might be incorporated into the "techniques" manual proposed in the formative evaluation. This manual would be seen as a supplement to the curriculum manual.

Long-term: To encourage teachers to adequately prepare for their classes, funding should be found to compensate teachers for preparation time. (This is reportedly common for most schoolteachers but not for adult educators.)

Long-term: Staff should also provide teachers with additional information on learners' cultural background and current jobs. The descriptions of learners jobs might come out of oral or written histories which learners develop with the help of their teachers.

Long-term: Staff should consider having workshops in which teachers critique the materials now used in the program. They can say how they use the materials (or why they don't) and suggest what alternative materials might be purchased or developed by ACTWU.

Long-term: A teacher newsletter might be developed containing practical teaching techniques submitted by teachers themselves and/or taken from other sources.

Long-term: Staff should identify other practical resource materials (e.g., World Education's Focus on Basics newsletter) and put them in the ACTWU library and possibly photocopied and distributed to teachers.

Short-term: Teachers should be encouraged to use the Literacy Assistance Center's resource room. Perhaps a group of ACTWU teachers could go to the LAC at the same time and be given a special presentation of relevant materials there.

E. Peer counseling

Short-term: As noted earlier, staff should (with teachers' permission) circulate a list of teachers' telephone number to facilitate communication among teachers.

Long-term: Teachers' meetings should be structured around the concept of peer counseling. That is, teachers have much to learn from each other, and time should be provided in which they can do so. But the meetings need to be well-facilitated, so that no teacher dominates the proceedings.

Long-term: A retreat and/or informal social get-togethers should be arranged for teachers, to allow them not only to exchange technical information but to provide emotional support to each other as well. Such events would reinforce a team spirit among teachers.

Short-term: As noted earlier, staff should consider allowing teachers to observe each other in action in the classroom and to discuss what was observed afterward.

Long-term: Staff should investigate how ACTWU teachers can conduct similar peer exchanges with teachers in other programs.

APPENDIX III

International Ladies Garment Workers' Union Evaluation Procedures; Examples from Student Magazine

International Ladies' Garment Workers' Union
Worker-Family Education Program
1710 Broadway
New York, N.Y. 10019
(212) 265-7000 ext. 334

REMINDERS AND SUGGESTIONS FOR THE ADMINISTRATION OF THE ASSESSMENT

1. Written Part

   A. Explain and model on the board how to fill out the name and class part at the top of the assessment.

   B. Explain what each topic means. Advise about preference for English. Let students get started writing.

   C. As students start to write, go around to each with the following intentions:
      - make sure each is writing an answer
      - encourage expansive responses
      - help as requested

   D. Allow time for students to write some response to each topic.

   E. Introduce text to be read. Students should be instructed to read the text and explain or write down one piece of information that they learn from the page (even any questions they have!). Explain it to them "If someone asked you what this says, how would you explain it to them?" Encourage any interesting feedback.

   F. Let them finish all 3 questions at their own pace.

2. Oral Part

   A. Place the recorder close to the students so their voices are recorded on the tape.

   B. Use samples or actual items from the demonstrations to support the talk. (For example, use a sleeve, a pattern piece or a sewing machine.)

   C. Identify each student by name to facilitate identification of the appropriate student after the class has gone home (for the evaluation purposes). For example, when the person speaks, the teacher should briefly mention his/her name as they begin to speak. i.e. Go ahead Maria (include last name if more than one Maria)...O.K., Sonia ...

   D. Get each student to talk about something different from the others. For example: What happened when you threaded the machine?

(OVER...)

3. Both Parts

   A. Both teachers should be actively participating during the entire assessment time. This means one should not be observing and one participating; both should participate--in small groups help each other; in large groups -- it's unavoidable.

If you have any questions, see Deidre.

EVALUATION PROCESS

Roles_of_Teachers

Role_of_ESL_Teacher

1. Distribute papers for written assessment.
2. Explain assignment so all students understand.
3. Help students individually to understand the topic and the assigment.
4. Encourage students to try their best at spelling, writing, and reading.
5. Collect papers from written part.
6. Evaluate English fluency and reading comprehension, basing the evaluation on student responses on the written test and the tape of the oral discussion, using the criteria listed on the Evaluation Sheet.
7. Submit evaluations and students' work to Deidre within one week.

Role_of_the_Technical_Teacher

1. Get tape recorder and blank tape.
2. Explain discussion process with students emphasizing the importance of personal answers, encouraging diversity in responses.
3. Explain the topic so each student understands.
4. Identify each student, each_time the student responds (for example, "Maria, please tell us....)
5. Encourage students to speak freely and expansively.
6. Listen to tape to evaluate technical knowledge of each student using the criteria listed on the Evaluation Sheet.
7. Submit evaluation of students' work to Deidre within one week.

Format

The assessment will take one-hour and is comprised of two 30-minute parts. Classes exceeding 8 students should create two (2) random groups with the ESL teacher responsible for the written part and the Technical teacher responsible for the oral discussion. Other classes should be conducted as one group. See the two models below:

Model A (7 students)

7:00 - 7:30 Oral discussion with both teachers participating (following steps 1-5 of Role of Technical teacher)

7:30 - 8:00 Written part with both teachers participating (following steps 1-5 of Role of ESL teacher)

Model B (12 students)

Group 1

7:00 - 7:30 Oral discussion with Technical teacher

7:30 - 8:00 Written part with ESL teacher

Group 2

7:00 - 7:30 Written part with ESL teacher

7:30 - 8:00 Oral discussion with Technical teacher

ORAL_DISCUSSION

Directions:

Tell students: "To plan for the next part of the program, our directors need to know about your experiences in this class. I'm going to ask each of you to tell us about your personal experiences learning (pick appropriate topic:

- to repair a machine
- to cut
- to grade a pattern
- to drape a design
- to make a sample
- to make a pattern
- to sew on a special machine)"

"We're going to tape record this discussion so that the directors can listen to your comments. Each of you will get a turn to share your experiences."

"I need to check that you understand what's going to happen and what you have to do." (Teacher asks each student to explain. Those who do not understand need to be given another explanation.)

EVALUATION SHEET

STUDENT'S NAME_____________________________DATE________
TEACHERS' NAMES______________________CLASS_________

NUMBER OF SESSIONS STUDENT ATTENDED____________

PLEASE CIRCLE THE RATING WHICH IS MOST APPROPRIATE FOR THE STUDENT INCLUDING STUDENT WORDS FROM THE ASSESSMENT WHICH SUPPORT YOUR EVALUATION.

AREA	EXAMPLES	RATING
TECHNICAL KNOWLEDGE IN ENGLISH (Based on student's responses in oral discussion as recorded on tape)		0 - No knowledge 1 - Uses common terms 2 - Uses specialized, technical terminology 3 - Uses specialized, technical terminology in a beginner's explanation of a process 4 - Uses specialized, technical terminology in an intermediate's explanation of a process 5 - Uses specialized, technical terminology in an expert's explanation of a process
ENGLISH LANGUAGE: ORAL (Based on student's responses oral discussion as recorded on tape)		Most Responses were: 0 - No response 1 - One word responses 2 - fragmented ideas 3 - complete simple sentences using present tense 4 - complete expansive in sentences using present tense 5 - complete expansive sentences using two or more tenses

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NGLISH
ANGUAGE
(Cont'd.)

RITTEN

Most responses were

0 - No response
1 - One word responses
2 - fragmented ideas
3 - complete simple
    sentences using
    present tense
4 - complete expansive
    sentences using
    present tense
5 - complete expansive
    sentences using two
    or more tenses

EADING
Based on
uestion #2
n Written
art)

anguage ____________

Most responses were:

0 - no understanding
1 - repeated or copied
2 - isolated information
3 - fragmented multiple ideas
4 - basic understanding
    of text
5 - comprehensive
    understanding of text

NEW [illegible]

Most classes
except
Sample [illegible]

WRITTEN PART

STUDENT'S NAME ______________________

TEACHERS' NAMES ______________________

CLASS ______________________

DATE ______________________

DIRECTIONS: Write your answers to each of the following questions.

1. Describe something about your life and what you want from this class.

About My Life

What I Want From This Class

2. Read the attached flier. Explain one piece of information you understand from the flier.

STUDENT [illegible] INVOLVED IN ONGOING CLASS

WRITTEN PART

STUDENT'S NAME ______________________________

TEACHERS' NAMES ______________________________

CLASS ______________________________

DATE ______________________________

DIRECTIONS: Write your answers to each of the following questions.

1. Describe what you like about this class and any new ideas you have for this class.

What I Like

New Ideas For This Class

2. Read the attached flier. Explain one piece of information you understand from the flier.

FOR STUDENTS FINISHING CLASS

- Cutting
- [illegible]

WRITTEN PART

STUDENT'S NAME ____________________

TEACHERS' NAMES ____________________

CLASS ____________________

DATE ____________________

DIRECTIONS: Write your answers to each of the following questions.

1. Describe what you liked about this class and any new ideas you have for this class.

What I Liked

____

____

____

____

____

____

____

____

New Ideas For This Class

____

____

____

____

____

____

____

____

2. Read the attached flier. Explain one piece of information you understand from the flier.

____

____

____

____

____

ILGWU MEMBERS & FAMILY, SIGN UP FOR

HIGH SCHOOL OF FASHION INDUSTRIES TECHNICAL/ESL CLASSES

AT 225 WEST 24TH STREET, 5:15-8:15PM, TUES/THUR.

!!WE HAVE OPENINGS!!

IF YOU WANT TO JOIN ONE OF THE FOLLOWING CLASSES PLEASE FILL OUT THE INFORMATION AT THE BOTTOM OF THE PAGE AND CHECK THE COURSE OR YOUR CHOICE. GIVE THE FLYER TO YOUR EDUCATION DIRECTOR. YOU CAN START THIS MONTH.

[illegible]

☐ DRAPING (BEGINNERS) .... In this course the student will learn the method of drafting a pattern from the figure (or dress form) by first making a basic sloper for the body, the bodice and the skirt. Instruction includes how to develop all basic styles of bodices, sleeves, collars, basic dress shapes ans skirts.

☐ GRADING .... Grading for beginners includes instruction in the methods used in making pattern sizes smaller and larger, and instruction in the use of grading tools and equip ment. This course will prepare the student for more advanced grading courses.

☐ CUTTING (BEGINNERS) .... In this course the student will learn preparation for cutting: How to make a marker (one way, two way, face up face to face); how to read a must card and cutting ticket, how to trace the pattern pieces; how to prepare a marker before spreading cloth; to spread cloth by hand and make sections. The course will also include instructions and practice in using the cutting machine.

☐ MACHINE REPAIR .... Students will learn how to do adjustments and repairs of the 95 - 100 sewing machine. This includes motor and clutch repair, timing adjustments and general trouble shooting.

☐ SPECIAL MACHINES ...... Safety overlock, Merrow, Pullout overlock, Zig Zag, Three stitch Zig Zag, Feather stitch, Double needle

This course in Special Machines is desiened to teach the student not only to thread each machine but to apply each machine to sample techniques. By the end of the course the students will construct a garment using a combination of different machines.

☐ ADVANCED PATTERN MAKING .... For students with experience or students who completed last year's course at the High School of Fashion. Students will be interviewed by teacher.

NAME: ____________________

ADDRESS: ____________________ ZIP CODE ________

TELEPHONE #: (   ) ____________________

LOCAL: ____________________ SHOP: 274

Do You
Want To
Learn Something
New and
Interesting?

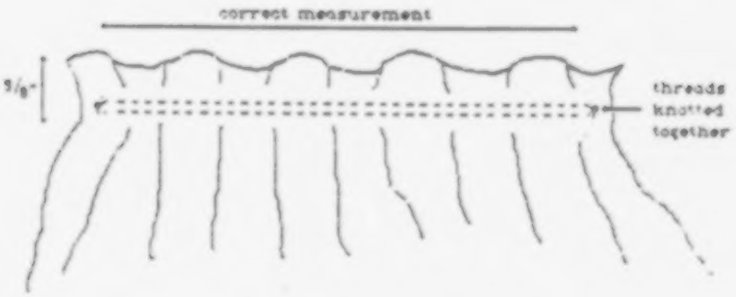
Statement by Sample Room Techniques Class

We took the class because we wanted to speak in English. We wanted to speak in English because we needed to speak to the boss.

We came to school because we wanted to know how to make our own clothes, how to read the patterns, and how to sew. We wanted to make dresses, blouses, and jackets.

We learned to practice on the machine. We know how to use patterns. Most important, we like the unity and understanding of the class.

Gathers or Shirring



SPECIAL MACHINES CLASS

This is a collection of comments by the students on some the things they learned this semester in sewing and English.

I really enjoyed the English and sewing. I learned a lot about many kinds of fabric and many designs. We also learned a lot of general knowledge about things like stores and news.

I learned the names of the parts of the machine in English. I learned that the grain line, selvages and center fold are parallel. I learned about ruler measurement, the names of fractions of an inch, and that 12" = 1'.

I learned the English words for parts of the garment, like pleats, darts, on the fold, and so on. I learned how to finish darts and set-in sleeves.

I learned how to use the merrow machine. Also, how to find the grain line and lay out the fabric--which is very important. I learned how to speak about garments, and how to pronounce words that were difficult for me. For instance, the teacher told me that "thread" sounds like "red", so now I can remember how to say it correctly.

I learned how to pronounce words that I never used before. Now they will stay with me. For example, I learned to say gauge by remembering that it sounds like "page" or "rage".

I didn't know before how to thread the merrow machine, and now I know. I have to try more and more.

I learned the difference between a sloper and a pattern. The sloper has no seam allowance, the pattern does.

I learned fashion and sewing words that are very specialized. For example, different styles of collars and the names of skirts. Also, machine parts that I only knew the Chinese names for before.

I learned how to read measurements, and say them in English. From clothing catalogs, I learned about new styles and new dresses. Catalogs are very good because the fashions are very up-to-date.

There were so many words I didn't know before, including the names of different fabrics. I learned that some synthetic fabrics come from petroleum, and that silk comes from a silkworm.

From an article we read, I learned that fashion is always at least a season ahead. Styles for the winter are often decided in the summer.

I knew how to use the machine before, but now I know the names of the parts. I learned how to thread the merrow, and how to do blind-stitching.

SEWING MACHINE REPAIR CLASS

"In this class we can learn about fixing sewing machines and we also learn some English. For me this is good."

"We learn how to repair sewing machines. It's important for me to learn so I can use this at work. I would like to find a better job as a machinist."

"You get a lot of machines to break. You take them apart and try to put them back together. It's fun."

"You have an advantage over a person who reads in a book. We learned the hard way, and we really know it now."

"This is a good way to learn. Last year I took the cutting class. Yesterday my boss asked me, "Can you make a pattern?" and I said, "Sure." Now the boss asks me when something is wrong with the machines."

"I am going to put this machine to work if I have to take this class three times."

"We learned by hand and we also learned the names of all the parts."

Comments from Machine Repair class

JUST BECAUSE YOU'VE WORKED IN FASHION A LONG TIME YOU THINK YOU KNOW IT ALL?

Are you tired of fights between the bosses, the drapers and the patternmakers?

Are you disgusted with making so many mistakes?

Are you sick of working all day on a pattern that might not work?

SAMPLEMAKERS

Have you had enough low wages and long hours?

Do you want improve yo

Are you sick of invisible notches?

Do you wa learn some new and

MACHINE OPERATORS

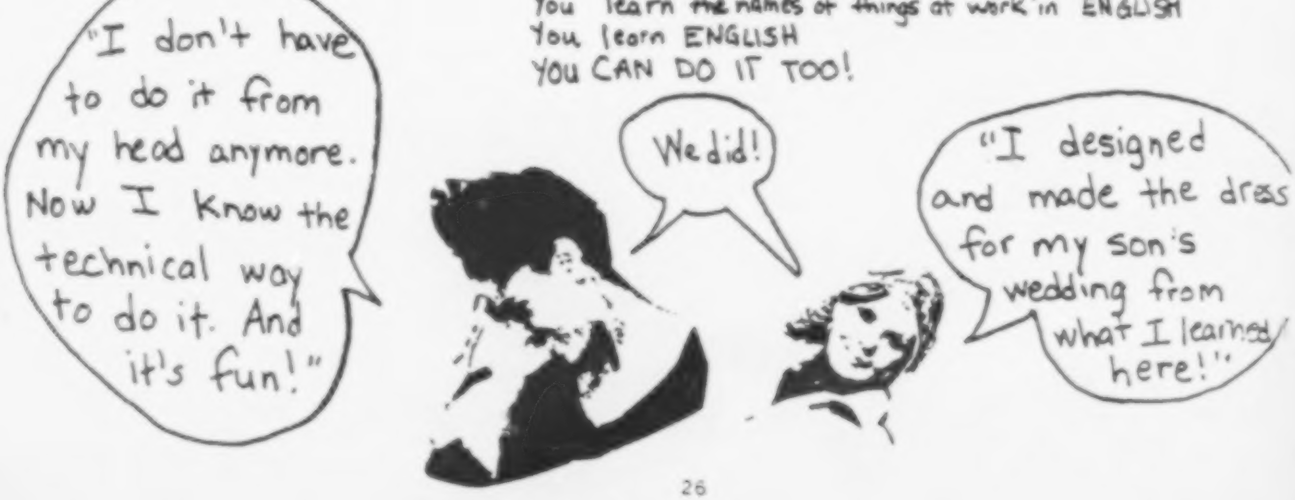
At ILGWU's

FREE!

PATTERNMAKING CLASS

at the High School of Fashion Technology

You learn the slash + spread + pivot methods
You learn to trace and use a sloper
You learn to use a French Curve
You learn to make patterns for many styles
You learn darts, gathers, seam allowance + more
You learn the names of things at work in ENGLISH
You learn ENGLISH
YOU CAN DO IT TOO!


"I don't have to do it from my head anymore. Now I know the technical way to do it. And it's fun!"
We did!
"I designed and made the dress for my son's wedding from what I learned here!"

OUR CLASS

Our class began as a class in special machines. Our technical teacher is Claire and our English teacher is Jane. We all first learned to thread and work the machines. They are straight stitch, double straight stitch, zig-zag, merrow machines and hemming machines. We made samples of all the different stitiches and pasted them in a notebook, to be a sample book. We made buttonholes, did sherring, sewed appliques, and learned how to lay out a pattern.

Our class continued as a class in basic sewing. We selected fabrics to make the garment; a smock. We used cotton. We had to do and learn many things to make the smock, like getting in sleeves and interfacing. In order to make the smock, we had to learn basic sewing.

We practiced English in each class. We learned words for everything about the machines, we wrote stories, we read dialogues, we practiced our grammer, we got more confidence in English.

After this we will continue sewing another garment we want to make.

We've learned a lot in our class here.

-Group composition from
Basic Sewing class

ABOUT OUR CLASS

Our classmates come from different countries. They are from Ecuador, Columbia, China, Nicaragua and Hong Kong. We help each other. We learn how to make blouses, skirts and shirts. There are two teachers in our class. One teaches how to make patterns and one teaches how to speak English. We have many classmates. There are Chinese and Spanish students. Sometimes we teach each other our language. But in class we just speak English. I want to learn more about my job. So I took patternmaking, because patternmaking is a part of designing. We can create many kinds of clothes. In this class I learned a lot. I like it because I understand everything clearly. I like my classmates. I think we are happy and we try to learn. The time goes quickly because we enjoy the class.

-Ping Kuen Tam

Coming to class has its ups and downs. For example, going to school at night is very difficult. My problem is I always feel tired when I leave work. Doing my homework is always difficult because my kids make a lot of noise and I can't concentrate. Getting out of work on time is always tedious, especially when we are very busy. Also, bad weather makes it very hard to get to school.

Missing dinner is bad for my concentration because I am too hungry to think properly. My family eats before me because I get home too late from school. Cooking dinner after class is very difficult because it's too late, and I don't have time to rest.

We have to make a lot of sacrifices, but in class everybody learns to spell English and to use it properly to express yourself. If you know English, you can get to meet people from all different parts of the world, to share each other's problems.

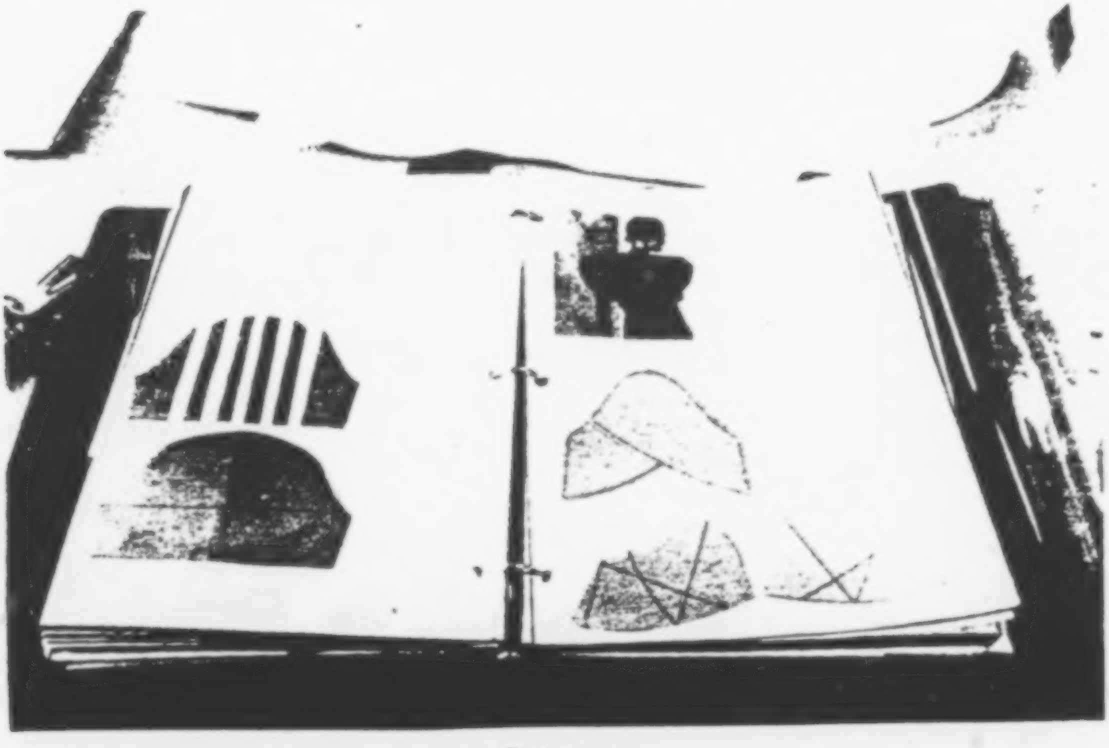
Also, if you know more English and improve your grading skills, you can get a better and decent job, because the idea is to get a better position at work. If you get a better position, automatically you get a better salary and everybody will respect you on the job and the communication with employers and co-workers will be better.

Group composition by Cecil McBean, Tomas Talavera
Julio Morello, and Joseph Bellino

We understand the advantages and disadvantages of going to school. To get out of work on time is hard, because the supervisor is always in a rush for the work. When we finish the work it's hard to come to school with the changing weather we have here. Especially when we feel tired and the traffic is bad when it's raining. While we are here on empty stomachs, our families eat before we come home. And when we miss our dinner, we can not concentrate that well. It's hard because we have to go home and cook dinner and get housework done and homework done.

But it's worth the effort to learn something for the future. We come to school to improve our English and grading skills. Then we can get a better position at work, get a better salary, more respect on the job, and also better communication with employers and co-workers. With better English we can meet people from all different parts of the world Because in this class people come from different countries. If everybody speaks their own language, we can't communicate. So we can learn to express ourselves better and we can share each other's problems.

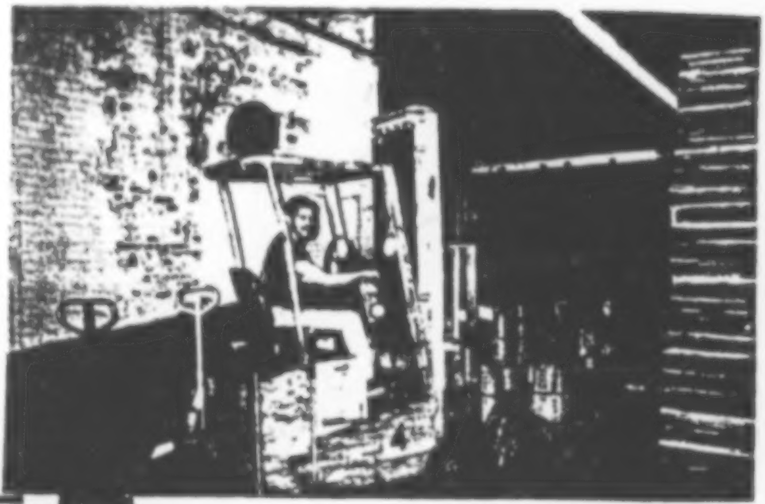
Group composition by Armando Terranova, Sonia Lopez, Enrique Valentin, Luis Cuevas, Marco Szeto, and Lily Chan

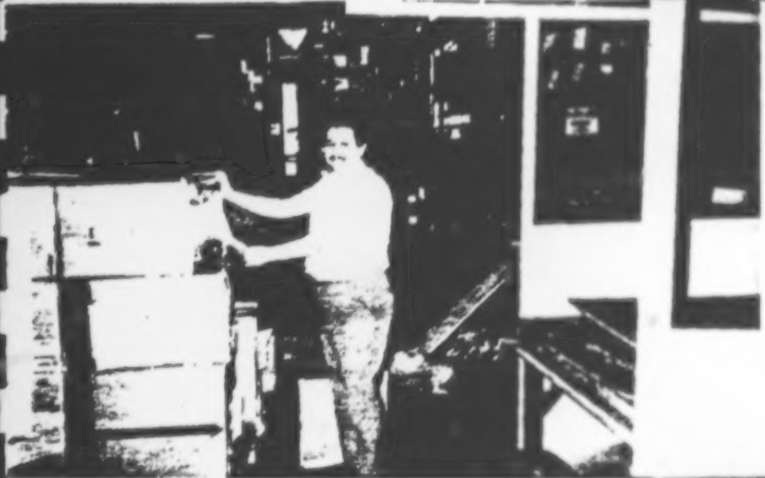


I Just Want To Tell You What I Do For a Living

We are employees of Exquisite Form Company, 14 Pelham Manor, Bronx. We work in different departments in two different buildings, one in receiving and one in shipping. We work thirty-five hours a week. We begin work at eight thirty and finish at four fifteen.

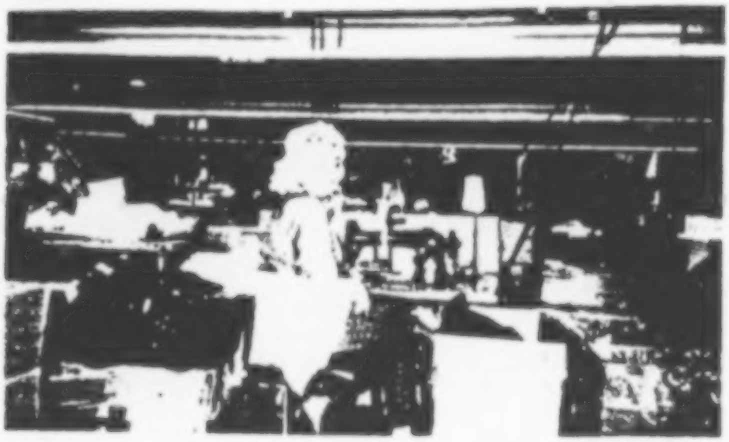
First we are in the receiving department with Pablo. When the boxes come in from the trailer, Pablo helps to unload them. The boxes contain brassieres and they come from Mexico and the Philippines. Pablo enjoys his job because it's not boring.





Next Raul opens the boxes and classifies the merchandise styles. He checks the list of merchandise and the bundles to see if they are correct. He puts the bundles into the small boxes. Then another worker puts cards with the style, color, price and size into the correct bundles.

Next the foreman gives the bundles to Margarita. She opens the bundles and examines the labels and the merchandise.



Dalgis also works in this department. She uses the sewing machine, the scissor machine or the tag machine.

Then the bundles go to the packing department where Olympia works. She is supposed to pack twenty-five boxes every day for the company but she packs thirty to forty boxes because it is more money for her. There are seventy-two pieces in each box. Olympia checks the cards before she packs the boxes. If the card is incorrect her supervisor calls Xiomara.

Xiomara checks the card for the color, price and style. She puts the cards back in the correct place in the bins.

Gloria works in return inspection where merchandise is returned to the factory from stores. She looks at each brassiere to see if it is good. She takes out the ones that aren't good. She checks the ticket. She checks to see how many dozen are in each bundle.

Now we go to the other building where Jose is a shipping clerk. He works in different things everyday. He likes his job because it is busy. In the morning he has to do the empty bins. The bin is the place where the workers put the merchandise. His work is if the bin is empty he has to write the style, color and cup of the brassiere on a paper and give to to the office. Sometimes he has to do a transfer. When somebody needs some merchandise and it's not in this building he calls the other building, and if they don't have it the order is cancelled.

Last of all we are with Melba. She also works in the shipping department. Her job is to pick the orders and sometimes check the orders. She works in different places every day in the shipping department.

After work we study English two days a week. We are happy for the opportunity to learn English.

Nine years ago, I immigrated to the United States with my family from Canton, China. I had an opportunity to immigrate because my father and mother were already here. I wanted to come to the U.S. because I hoped my children would have a good future and more freedom for all of us. Although I came to the U.S., I always miss my mother country and my old friends because I lived there and worked there for a long time. I can't forget anything there.

I was a teacher when I lived in Canton, China. I taught high school science for more than ten years. When I taught high school science, I had to prepare the lessons, write down a lesson plan and expained the lesson and showed some experiments to the students. Sometimes I gave a test to the students.

Since I came to the United States, I felt that my language problem made it difficult for me to communicate. I can't get a job as a teacher.

I got a job as a garment factory worker. I sew complete garments such as shirts, dresses and pants. When I sew these garments, I know how to sew hems, put in waistbands and button holes. I think it is important for me in a job to be healthy and be with friendly workers because they can help me make money.

by MEI Yin

HELPFUL COWORKERS (A Friend in Need)

Ricky: Joe, I'm going to school and I need some money for carfare and to eat something.

Joe: How much money do you need?

Ricky: Well, I need ten dollars. Can you help me?

Joe: Yes, I can help you with ten dollars.

Ricky: I will pay you next week if that's all right with you.

Joe: It's okay with me. Anytime you need help come to me. If I have money I will lend it to you.

Ricky: Well, thank you Joe. It's good to have a coworker like you.

Joe: I'm glad that I'm able to help you, and I would do the same for the other coworkers.

Enrique Valentin and Tomas Talavera

Nine years ago, I immigrated to the United States with my family from Canton, China. I had an opportunity to immigrate because my father and mother were already here. I wanted to come to the U.S. because I hoped my children would have a good future and more freedom for all of us. Although I came to the U.S., I always miss my mother country and my old friends because I lived there and worked there for a long time. I can't forget anything there.

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Ricky: I will pay you next week if that's all right with you.

Joe: It's okay with me. Anytime you need help come to me. If I have money I will lend it to you.

Ricky: Well, thank you Joe. It's good to have a coworker like you.

Joe: I'm glad that I'm able to help you, and I would do the same for the other coworkers.

Enrique Valentin and Tomas Talavera

APPENDIX IV

Communications Workers of America, Local 1180
Self-Report Questionnaire

CWA LOCAL 1180

CLC WORKPLACE LITERACY PROGRAM

SELF-REPORT QUESTIONNAIRE/EVALUATION

☐☐☐	☐	☐☐	☐☐	☐☐
First 3 letters of your last name	First letter of your first name	Month	Day	Year
			Your date of birth	

Highest Grade Completed ________

Date ________________ Union ________________________________

Job Title ____

How long in current job? _______ years _______ months

Section 1.

This section has to do with the amount of improvement you have made since starting this class.

Please circle the number which tells how much you think you have improved, or explain in detail those questions which require you to answer in the detail.

All your answers are completely confidential. No one will know how you answered.

1. What is the course's title? ________________________________

2. How valuable was the course in helping you improve the way you complete your tasks? For example, is it easier for you to delegate? to coordinate? to control? to set priorities? to communicate? to understand computer literacy and operations? to plan? to achieve goals? to organize?

1	2	3	4
Not At All Valuable	Not Too Valuable	Some What Valuable	Very Valuable

PLEASE ANSWER QUESTIONS 3 THROUGH 6 IN DETAIL

3. As a result of the course, has there been any new approach(es) in the way that you go about your job?

4. Have you tried any new approach(es) that did not work?

5. Have you improved your method of problem solving? If so, how?

6. Since you completed the course, has there been any improvement in the use of your time? How did you carry the improvement out? Who was involved? And what were the results?

Section 2.

This section has to do with yourself. These questions ask that you answer by telling us how much you have changed since the class began.

7. Why did you select this course? ☐ self-development
   ☐ reference book ☐ part of Union program
   ☐ interesting topic ☐ possibility of college credit
   ☐ other ____
   please be specific

8. How did you expect to benefit from this course?
   ____
   ____
   ____

9. How did you actually benefit from this course?
   ____
   ____
   ____

10. What section of the course did you find most useful? Why?
   ____
   ____
   ____

11. What section was the least useful? Why?
   ____
   ____
   ____

12. Was the information clearly presented?
   ☐ yes ☐ no

13. Would another version of this course be helpful? Shorter? Longer? Another format?

14. What would you like to learn more about or develop skills in? Please be as detailed as possible.

Section 3.

This section has questions that have to do with how this class has affected your confidence, hopes, aspirations, and hopes. Circle the number that shows how much you have changed since starting this class.

15. Do you feel more confident about looking for a better job or working toward a promotion?

1	2	3	4
Not At All Confident	Not Too Confident	Some What Confident	Very Confident

16. Are you more interested in or more active in union activities?

1	2	3	4
Not At All Interested	Not Too Interested	Some What Interested	Very Interested

17. Do you have more hope of someday getting a promotion or better job?

1	2	3	[✓ 4]
Not At All Hopeful	Not Too Hopeful	Some What Hopeful	[✓ Very Hopeful]

18. Do you have more hope of someday getting a college degree?

1	2	3	4
Not At All Hopeful	Not Too Hopeful	Some What Hopeful	Very Hopeful

19. Do you like your class better than when you first began attending?

1	2	3	4
Not At All Likable	Not Too Likable	Some What Likable	Very Likable

20. Is it easier to come to class regularly than when you first began attending?

1	2	3	4
Not At All Easier	Not Too Easy	Some What Easy	Very Easy

21. Does your family show more support for your taking this class than when you first began attending?

1	2	3	4
Not At All Supportive	Not Too Supportive	Some What Supportive	Very Supportive

Section 4.

This section asks you about your job and training. If your answer to the question is YES, place a check mark in the yes box; if NO, place a check mark in the no box.

22. Since the start of class, have you been promoted at work?
☐ Yes ☐ No

23. Since the start of class, have you been promised a promotion or have you been given more responsibilities?
☐ Yes ☐ No

24. Has taking this class helped you in your job?
☐ Yes ☐ No

25. Since the class began, have you taken a new job?
☐ Yes ☐ No

26. Do you plan to enroll in any new course to learn more about a particular job?
☐ Yes ☐ No

27. Do you plan to enroll in a course of higher education?
☐ Yes ☐ No

28. Would you recommend this program to others?
☐ Yes ☐ No

THIS IS THE END OF THE QUESTIONNAIRE/EVALUATION.
THANK YOU VERY MUCH FOR YOUR COOPERATION.

CWA LOCAL 1180

CLC WORKPLACE LITERACY PROGRAM

OVERVIEW

We are presenting a overview of the literacy programs from April 1989 to June 1989.

We are taking each course evaluation reports and combining the information.

We have eliminated the open ended questions for this report. We will be sending another evaluation form to participants in about six months because we feel that the participants did not have sufficient time in applying what they learned in the courses.

1. AGE OF PARTICIPANTS:

26-30	31-35	36-40	41-45	46-50	51-55	55+	NO RESPONSE
2	7	13	9	10	4	9	8

As you can see the age of the applicants covers all ages. It is felt that this made the courses more interesting because there was a mixture of ages.

2. HIGHEST GRADE COMPLETED:

3. H.S.	SOME COLLEGE	AAS	DEGREE	ABOVE	M.A.	NO RESPONSE
14	16	2	17	3	6	4

This data shows that about 1/2 of the participants have some college and college degrees. This did not hurt the courses because most of the applicants were doing the same kind of work. The courses pertained more to the job than to gaining a credit for the courses. This deversity of education was good for the courses, in fact many who have not gained a degree seemed to show an interest in doing so because of the members of the courses.

4. JOB TITLE:

PAA	CAT	LSA	NO RESPONSE
58	2	1	1

This union represents over 8000 members of which 4000 are PAA's. This group is largely female and minority. They started in the low clerical positions and have taken two promotion examinations to reach this level. The City of New York has only trained them in the tasks of the units that they supervise, but has not trained them in any supervisory or computer skills. Even though many have degrees they are not treated as supervisors.

5. TIME IN TITLE:

1	1-2	3-5	6-10	11-15	16-20	21-25	26+	NO RESPONSE
6	21	19	5	3	1	3	2	2

Forty six of the participants have less than one year to five years on the job. This group is the group that someday will be the top administrators in all City Agencies. Most are very interested in learning skills so that they can understand and do a better job as a supervisor and the knowledge of computers.

6. HOW VALUABLE WAS THE COURSE IN HELPING YOU TO IMPROVE THE WAY YOU COMPLETE YOUR TASKS?

NOT AT ALL VALUABLE	NOT TO VALUABLE	SOME WHAT VALUABLE	VERY VALUABLE
		18	44

This section shows a large number of particiapants who feel that they have improved the way that they complete their tasks.

7. AS A RESULT OF THE COURSE, HAS THERE BEEN ANY NEW APPROACHES IN THE WAY THAT YOU GO ABOUT YOUR JOB?

YES 51 NO 8 NO RESPONSE 3

The above data shows that the participants are using the courses to approach their jobs.

8. HAVE YOU TRIED ANY NEW APPROACHES THAT DID NOT WORK?

YES 10 NO 45 NO RESPONSE 5 NOT YET 2

9. HAVE YOU IMPROVED YOUR METHOD OF PROBLEM SOLVING?

YES 46 NO 8 NO RESPONSE 8

This high number of participants saying that they have improved their problem solving capabilities show that the courses succeeded and gave the partitipants good tools in problem solving.

10. WHY DID YOU SELECT THIS COURSE?

A. REFERENCE BOOK
B. INTERESTING TOPIC 8
C. OTHER
D. SELF DEVELOPMENT 54
E. PART OF UNION PROGRAM 21
F. POSSIBILITY OF COLLEGE CREDIT / 2

Most of the participants chose the courses for self development.

11. WAS THE INFORMATION CLEARLY PRESENTED?

YES	NO	NO RESPONSE
59	1	2

Clearly overwhelmingly yes. Instructors did a good job.

12. WOULD ANOTHER VERSION OF THIS COURSE BE HELPFUL?

SHORTER	LONGER	ANOTHER FORMAT	NO CHANGE	NO RESPONSE
	27	8	21	6

We are considering making the computer courses two more sessions. We are also considering adding some sessions to other courses and will notify you of the changes.

13. WHAT WOULD YOU LIKE TO LEARN MORE ABOUT OR DEVELOP SKILLS IN?

A. TRAINING OF STAFF
B. ASSERTIVENESS
C. DELEGATION
D. COMMUNICATIONS
E. WRITING SKILLS FOR SUPERVISORS
F. MORE SUPERVISION
G. HANDS ON COMPUTER
H. CONFIDENCE BUILDING
I. PUBLIC ADMINISTRATION
J. ENGLISH USAGE

QUESTIONS LISTED BELOW WERE ANSWERED BASED ON THE CHANGES THE PARTICIPANTS HAVE SEEN IN THEMSELVES SINCE STARTING THE CLASS.

14. DO YOU FEEL MORE CONFIDENT ABOUT LOOKING FOR A BETTER JOB OR WORKING TOWARD A PROMOTION?

NOT AT ALL CONFIDENT	NOT TOO CONFIDENT	SOME WHAT CONFIDENT	VERY CONFIDENT	NO RESPONSE
		26	36	

15. ARE YOU MORE INTERESTED IN OR MORE ACTIVE IN UNION ACTIVITIES?

NOT AT ALL INTERESTED	NOT TOO INTERESTED	SOME WHAT INTERESTED	VERY INTERESTED	NO RESPONSE
	11	25	25	1

A list of those who answered some what and very interested has been presented to the First Vice President who will send out a letter to the participants on what committees they can participate in.

16. DO YOU HAVE MORE HOPE OF SOMEDAY GETTING A PROMOTION OR A BETTER JOB?

NOT AT ALL HOPEFUL	NOT TOO HOPEFUL	SOME WHAT HOPEFUL	VERY HOPEFUL
1	1	13	47

Expectations are very high in the answers to this question. We feel the courses has given the participants a better outlook about their jobs and themselves.

17. DO YOU HAVE MORE HOPE OF SOMEDAY GETTING A COLLEGE DEGREE?

NOT AT ALL HOPEFUL	NOT TOO HOPEFUL	SOME WHAT HOPEFUL	VERY HOPEFUL	N/A
	3	10	34	15

Participants were told by instructor about program offered for degrees. Many feel they might register for the Fall of 1989. The participants who have degrees have shown an interest in going for their Masters Degree.

18. DID YOU LIKE YOUR CLASS BETTER THAN WHEN YOU FIRST BEGAN ATTENDING?

NOT AT ALL LIKABLE	NOT TOO LIKABLE	SOME WHAT LIKABLE	VERY LIKABLE
		4	58

19. IS IT EASIER TO COME TO CLASS REGULARLY THAN WHEN YOU FIRST BEGAN ATTENDING?

NOT AT ALL EASY	NOT TOO EASY	SOME WHAT EASY	VERY EASY
1	1	16	44

Most of the participants finished working at 5:00 PM and came to classes from all parts of the city.

20. DOES YOU FAMILY SHOW MORE SUPPORT FOR YOUR TAKING THIS CLASS THAN WHEN YOU FIRST BEGAN ATTENDING?

NOT AT ALL SUPPORTIVE	NOT TOO SUPPORTIVE	SOME WHAT SUPPORTIVE	VERY SUPPORTIVE
	1	11	50

This large number of answers for some what supportive and very supportive shows that family members were happy that their parents have gone back to school.

21. SINCE THE START OF CLASS, HAVE YOU BEEN PROMOTED?

YES 7 NO 54 NO RESPONSE 1

Those who were promoted since starting the class showed the rest of the group that it could happen. Many of the other participants congratulated those promoted and felt good about it.

22. SINCE THE START OF THE CLASS, HAVE YOU BEEN PROMISED A PROMOTION OR HAVE YOU BEEN GIVEN MORE RESPONSIBILITIES?

YES 36 NO 25 NO RESPONSE 1

Majority answered YES.

23. HAS TAKING THIS CLASS HELPED YOU IN YOUR JOB?

YES 49 NO 13

Answers to 22 and 23 show that the participants have gained methods in doing a better job and it has helped them to do it.

24. SINCE THE CLASS BEGAN, HAVE YOU TAKEN A NEW JOB?

YES 6 NO 56

25. DO YOU PLAN TO ENROLL IN ANY NEW COURSES TO LEARN MORE ABOUT A PARTICULAR JOB?

YES 46 NO 15 NO RESPONSE 1

26. DO YOU PLAN TO ENROLL IN A COURSE OF HIGHER EDUCATION?

YES 47 NO 12 UNDECIDED 3

27. WOULD YOU RECOMMEND THIS PROGRAM TO OTHERS?

YES 62 NO 0

Many of the participants did not fill out the evaluation and many felt they wanted to take it home. The next group in the training programs will each complete a form.

This union feels very satisfied at the results of the courses and are very hopeful that the courses in the future will be even better.

LINDA JENKINS
First Vice President

APPENDIX V

Computer Applications Program
Self-Report Questionnaire

CONSORTIUM FOR WORKER EDUCATION
Computer-Applications (CALP)
Self-Report Questionnaire (Section 4)
April 1989

1. Since the start of class, have you been promoted at work or received more money?

Yes____ No____

2. Since the start of class, have you been promised a promotion or have you been given these responsibilities?

Yes____ No____

3. Has taking this class helped you keep your job?

Yes____ No____

4. Since class began, have you taken a new job?

Yes____ No____

5. Has this class helped you get a certificate, diploma, or fulfill requirements for a job or a promotion? For example, you may have received a GED, citizenship, become certified for a job, or passed examination for higher job.

Yes____ No____

6. Do you plan to enroll in any new course to learn more about a particular job?

Yes____ No____

7. Do you plan to enroll in another computer class, workplace technology or a related course?

Yes____ No____

8. Would you recommend this program to others?

Yes____ No____

APPENDIX VI

The Home Care Institute Self-Report Questionnaire

HOME CARE INSTITUTE
Self-Report Questionnaire

1. How useful was the information presented?

1 not at all	2	3 somewhat	4	5 extremely

Comments: ______________________________

____

2. How interesting was the presentation?

1 not at all	2	3 somewhat	4	5 extremely

Comments: ______________________________

____

3. What was the one thing you liked most? ______________________________

____

____

4. What one thing would you like to see changed? ______________________________

____

____

____

5. Are you interested in furthering your education?
(GED, Basic skills, ESL, Advanced Health course)

____

____

Signature. ______________________________

______________________________ Date: ______________________________

C

APPENDIX VII

Industry Training Program
Self-Report Questionnaire

CLC WORKPLACE LITERACY PROGRAM
SELF-REPORT QUESTIONNAIRE

TEACHER DIRECTIONS

The attached self-report questionnaire has directions and question which are to be read aloud to the class as a whole. Students are to answer each question, after you have read it aloud, on their separate answer sheets. They are not given the questions.

Tell the students that they are going to be asked some questions about how the Hotel Science Workplace Literacy Program may have affected them.

We are interested in how they may have improved or changed as a result of the class they are attending now.

All information that they give will be completely confidential.

We are not asking them for their name.

The information given is being used only for research into how well the program is doing.

We thank them very much for their help.

Have the students fill out the information requested on the answer sheet.

You should administer all the questions.

Before beginning, tell the students that you are going to read each question aloud and that they are to circle their answers on the answer sheet. The answers are numbered to correspond to the questions. Read the number.

Thank you very much for your cooperation which we greatly appreciate.

STUDENT COVER SHEET

First 3 letters of your last name

First letter of your first name

Month	Day	Year

Your date of birth

Date____________________ Union____________________ Local__________

(Check one) _____Male _____Female Age__________

Language you speak at home____________________________

Highest grade completed________________

How long have you been studying in the Hotel Science Department?

________________ How long have you been in this class?__________

How long did you attend Reading and/or Math?________________________

How long did you attend ESL?______________________

Type of job when you began Hotel Science classes____________________

____

Type of job you have now____

How long are you in the current job? _________years_______months

Type of job you plan to interview for________________________________

____

Comments:

ITP

SELF-REPORT QUESTIONNAIRE

(TO BE READ ALOUD BY THE TEACHER)

These questions ask you to answer by circling a number which tells how much you think you have improved since the class began. Number "1" means that you think there has been no improvement; number "2" means a little improvement; number "3" means a meduim amount ; number "4" means a lot of improvement. All your answers are completely confidential. No one will know how you answer.

Fill in the Student Cover Sheet first.

Now listen to the questions. After each question, I will call out the number of the question you should be answering.

1. Do you feel more confident about looking for a better job or asking for a promotion?

Answer 1 by circling your choice.

2. Do you know more about union activities?

Answer 2 by circling your choice.

3. Do you have more hope of someday getting a promotion or better job?

Answer 3 by circling your choice.

4. Since the class began, do you like your class better?

Answer 4 by circling your choice.

5. Since the class began, is it easier to come to class regularly?

Answer 5 by circling your choice.

6.Since the class began, has your family shown more support for your taking this class?

Answer 6 by circling your choice.

The following questions ask for a YES or NO answer. Circle your choice for each question.

7. Since the start of class, have you been promoted on your job or received more money?

Answer 7 by circling your choice.

8. Since the start of class, have you been promised a promotion or have you been given more responsibilities??

Answer 8 by circling your choice.

9. Has taking this class helped you keep your job?

Answer 9 by circling your answer.

10. Since this class began, have you taken a new job?

Answer 10 by circling your choice.

11. Will this class help you get a certificate, diploma, or fulfill requirements for a job or promotion?

Answer 11 by circling your choice.

12. Would you like to continue to learn more about the particular job?

Answer 12 by circling your choice.

13. Do you have a High School Diploma or an Equivalency Diploma?

Answer 13 by circling your choice.

14. If not, do you plan to enroll in a GED class?

Answer 14 by circling your choice.

15. Would you recommend this program to others?

Answer 15 by circling your choice.

SELF-REPORT ANSWER SHEET

SOCIAL SECURITY #________________________________

		AMOUNT OF IMPROVEMENT		
Answer number	None	Little	Medium	Alot
1.	1	2	3	4
2.	1	2	3	4
3.	1	2	3	4
4.	1	2	3	4
5.	1	2	3	4
6.	1	2	3	4
7.		YES	NO	
8.		YES	NO	
9.		YES	NO	
10.		YES	NO	
11.		YES	NO	
12.		YES	NO	
13.		YES	NO	
14.		YES	NO	
15.		YES	NO	

INDUSTRIAL TRAINING PROGRAM
Self-Report Questionnaire

Summary of Respondent Information

Total number of respondents: 36

Gender: 14 Males 22 Females

Age: Range: 19 to 55

8 less than 31; 19, 31-50; 3, 51 and up

Language Spoken at home:

English	19
Spanish	7
Other	9

Highest grade completed: Range 4 to 4 years in college

3 less than grade 8; 32 grade 8 and up

Period of class attendance: Range: 2 months to 3 months.

36 less than 6 months; 0 6 months and up.

Average number of months employed: 56.97

INDUSTRIAL TRAINING PROGRAM

Responses to Specific Items: Section I

Item	N	Mean	% Age responses 3-4	Rank Order of item
1. confidence better job	36	3.55	97.22	3
2. known union activities	36	2.88	63.88	6
3. hope promotion	36	3.88	100.00	1
4. like class better	36	3.80	97.22	2
5. attend regularly	36	3.53	86.11	4
6. family support	36	3.41	83.33	5

INDUSTRIAL TRAINING PROGRAM

Responses to Specific Items: Section 2

Item		N	% Yes
7.	promotion or more money	4	11.11
8.	promise promotion	9	25.00
9.	job retention	5	13.88
10.	take new job	1	2.77
11.	certification	31	86.11
12.	learn more about job	36	100.00
13.	diploma or GED	29	80.55
14.	plan enroll GED	7	35.00
15.	recommend program	36	100.00

APPENDIX VIII

Service Employees International Union, Local 144
Self-Report Questionnaire

LOCAL 144 HEALTH FACILITIES
TRAINING AND UPGRADING FUND

MEDICAL RECORDS/ICD-9-CM CODING

COURSE EVALUATION

1. Do you presently work in a Medical Records Office? **If answer to (1) is yes:**

   a) Have you taken this course in order to advance in your present job? ____________________

   b) Are you now using or do you expect to use your new skills in your present job? If not, will you be looking for a new job? ____________________

   c) Would you recommend this course to others in your office? ____________________

   If answer to (1) is no:

   d) Did you take this course as a path to changing jobs? ____________________

   e) Do you have other skills required of a medical records clerk - skills such as:

      typing ________
      transcription ________
      computer data entry ________
      computer word processing ________

2. Do you plan to enroll in a word processing or other business office course?

   ____

3. Would you recommend any changes in the course or the written materials and books?

   ____

4. Have you learned what you expected to learn? **(check one)**

   ____(less) ____(as much) ____(more)

(You may sign your name if you wish or you may remain anonymous.)

LOCAL 144 HEALTH FACILITIES
TRAINING AND UPGRADING FUND

NURSE AIDE REFRESHER

COURSE EVALUATION

1. What were the most important things that you learned from the course?

2. What are your opinions of the textbooks? Do they contain useful information? Are they easy to read?

   Elements of Anatomy & Physiology

   Building a Medical Vocabulary

   Nurse Aide Manual

   Care of the Older Adult

3. What changes do you think should be made in the course?

4. Has the course made you a better nurse aide or orderly? Explain why or why not.

(You may sign your name if you wish, but it is not required.)

LOCAL 144 HEALTH FACILITIES
TRAINING AND UPGRADING FUND

WORD PROCESSING

I KEYBOARDING	II WORDPERFECT INTRODUCTION	III WORDPERFECT ADVANCED
____	____	____

(check one)

COURSE EVALUATION

1. Do you presently work in an office? ______________________
If answer to (1) is yes:

a) Have you taken this course in order to advance in your present job? ______________________

b) Are you now using or do you expect to use your new skills in your present job? ______________________ If not, will you be looking for a new job? ______________________

c) Would you recommend this course to others in your office? ______________________

If answer to (1) is no:

d) Did you take this course as a path to changing jobs? ______________________

e) Did you take this course for personal home use or to use in your college studies? ______________________

2. Do you plan to enroll in any other business office courses?

____

3. Have you learned what you expected to learn? **(check one)**

____(less) ____(as much) ____(more)

4. Would you recommend any changes in the course or textbooks?

____

____

(You may sign your name if you wish or you may remain anonymous.)